

**The Role of the Media in Teacher
Rationalisation and Redeployment in KwaZulu-Natal.**

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Rationalisation and Redeployment in KwaZulu-Natal.**

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Abstract

After centuries of oppression, the majority of South Africans were anxious to experience the democratic values of justice, equality, liberty, democracy and peace that were embedded in the 1994 constitution. In order to redress the inequities and imbalances of the apartheid era, former National Education Minister, Professor Sibusiso Bengu declared the Revised Norms and Standards for teacher education as national policy shortly after the Government of National Unity took office in 1994.

New political dispensations in response to the pronouncement of the White Paper in 1995 meant that the National Ministry of Education faced insurmountable challenges of transforming education and training. The teacher Rationalisation and Redeployment (R&R) policy was formulated to address issues of inequities and imbalances that have riddled the pre-democratic South African Education system. The rationalisation and redeployment process was intended to facilitate the transformation of education and training under a single Department of Education (DoE).

The Department had to ensure that all schools, especially the rural schools that were previously disadvantaged under the apartheid regime had an adequate supply of qualified teachers. It must be noted that the rural communities have suffered the most, and still suffer the consequences of the oppressive ideologies that were embedded in education policies during the apartheid era.

An implementation of the rationalisation and redeployment policy meant that schools that were operating over the teacher / pupil ratio of 1: 38 in secondary schools and 1: 40 in primary schools had to be rationalised and the 'excess' teachers had to be redeployed to previously disadvantaged schools that needed their services. A successful implementation of the R&R policy objectives would have translated into redressing the imbalances and inequities of South African education under the apartheid regime.

I argue in this study that the media played a dual role of 'moulder' and 'mirror' in representing the R&R phenomenon in KwaZulu-Natal. How did the media manage to do this? The media basically rooted itself either within the **consensus** paradigm or the **conflict** paradigm. Within the consensus paradigm, the media played the role of moulder of mass perception in which dominant ideologies that support the status quo is reflected. Within this paradigm, public discourse is hindered because of the deliberate use of top-down, **non-interactive language**. By this I mean, that the media does not promote discourse at grassroots level. However, when the media chose to root itself within the

conflict paradigm, it played the role of 'mirror' in representing significant events as the rationalisation and redeployment process unfolded itself. Within the **conflict** paradigm, the critical and reflexive voice of the 'man in the street' is heard and **public discourse** is promoted.

This study explores how four local media products, The Daily News, Mercury, Natal Witness and Post represented the rationalisation and redeployment phenomenon in KZN for the period November 1998 – March 1999.

This is a qualitative study, which has also eclectically drawn on quantitative data. Data relating to the intentions of the R&R policy was obtained and analysed from The National Teachers Audit (1995), and the Education Policy Unit (EPU), March 1997 review. The data relating to the objectives and implementation procedures of the R&R policy was obtained and analysed from the original Rationalisation and Redeployment document, HRM 51/98. The sample of the media products was selected on race representativity in KZN. The statistical data was obtained and analysed from the AMPS 2000A. The representative texts were obtained and analysed from the Independent Newspapers Microfish. These documents provided me with in-depth data to examine and triangulate the R&R phenomenon from multi-dimensional perspectives.

The data was subject to firstly, a linguistic level of analysis, in which the meanings of the words, the sentence construction and the signs signalling hidden agendas, silences and gaps were used as tools to deconstruct the media texts. Secondly, the data was subject to a representational level of analysis where I examined the position of the media as communicator of messages or facilitator of discourse. If the media used interactive language, (language that promoted discourse between various role-players) then the media was identified to adopt the conflict paradigm, where it positioned itself as facilitator and fuelled the battle-lines between the various interest groups. If the media used non-interactive language, (language that did not encourage discourse from grassroots) then the media was identified to adopt the consensus paradigm, where it positioned itself as communicator of ruling class ideology. Furthermore it would use words such as 'we' and 'all' to communicate consensus at policymakers level.

Significant findings of this research indicate that during the period before implementation November 1998 to January 1999, the print media foregrounded the objectives of rationalisation and redeployment within the consensus paradigm. Furthermore, the issues of control, democracy, equity, from unions perspective were represented in non-interactive language within the consensus paradigm. Moreover, the objective of transformation was represented in non-interactive language within the consensus paradigm. For the period during implementation, the objectives of redeployment, which are transformation and equity were represented in non-interactive language within the consensus paradigm. The issues of teacher pupil ratio, women and retrenchments were represented within the conflict paradigm. Issues of resistance to implementation, misinterpretation of official circulars were represented within the conflict paradigm. While the objectives of rationalisation were reinforced, the issues of chaos, challenging

authority, social action and resignations were represented within the conflict paradigm. The issue of post provisioning norms formula being miscalculated to bring in 'retrenchments through the back door' was highlighted, while the major issue of unions was represented within the conflict paradigm.

The overall findings from the four media products, The Daily News, Natal Mercury, Natal Witness and Post indicated that while the Daily News and Mercury initially attempted to coerce the readership to accept the noble objectives of the R&R policy, both these newspapers shifted their paradigm from consensus to conflict when they realised that this policy was met with tremendous resistance because it was almost not pragmatic. However, the Natal Witness and Post came across as being anti policy from the outset and rooted itself in the conflict paradigm. In doing so, it fanned the flames of tension and conflict between the various role-players and celebrated victim-hood.

The overall conclusion of this study is that it is located within two influential theoretical media paradigms namely, the Structural-Functionalism Consensus Paradigm and the Political-Economic Conflict Paradigm, as explicated by Hiebert et al (1991: 36), that the main choices of 'theories of media and society are between conflict and consensus', where the media is portrayed either as 'moulder' or 'mirror' of society. This study concurs with the above media theories because the discourses emanating from the four local media products could easily be identified within the consensus paradigm or conflict paradigm. This research indicates that the discourses were controversial, conflicting, volatile and bias in their representation as the recent media studies conducted by the Glasgow and the Birmingham research indicates, as quoted by Fowler (1994: 10), that 'all news is biased'. Nevertheless, as a witness to the rationalisation and redeployment phenomenon in KZN for the period November 1998- March 1999, I partially disagree with the Newsom Report (1963) 'that media texts do not replicate or mirror reality', because the media did present itself as the voice of the voiceless during the period of implementation of the R&R policy. Finally, the media texts were not about the truth value of their assertions, but how the media forged relationships between the various role-players and framed each one in relation to the other, creating an atmosphere of tension and conflict, promoting the discourse, and thereby fuelling the battle-lines between the role-players.

Dedication

At a metaphysical level, I surrender my life and work to the Omnipotent, Omniscient and Omnipresent Creator of the five elements, NA MA SI VA YA.

At a physical level, I dedicate this work to my wonderful husband and soul-mate Satchu, and my two gifts from God, Kemsila and Sujen.

At a spiritual level, I dedicate this work to two of the greatest philosophers that walked this earth, Ma and Appa.

At an emotional level, I dedicate this work to my amazing sisters and mentors, Dhana Raghoo, Brenda Kali and Manjari Subbiah; my brothers in law, Prem, Kriss and Cyril ; my beautiful nieces, Reshmi, Deshmi, Divia , Suria and my 'cool' nephew, Guru Dev..

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Declaration

I, Maanasa Devi Govender, declare that this dissertation is my own work, and has not been submitted previously for any degree in any university.



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CHAPTER ONE

INTRODUCTION/ BACKGROUND

Everyone has the right to freedom of expression, which includes freedom of the press and other media.

The Constitution of the Republic of South Africa (1986: 9)

Section One

1. Introduction / Background

For most South Africans, the first democratic elections in 1994 meant a radical transformation of ideologies. For some global powers, it meant a lifting of economic sanctions on South Africa for the first time. For some foreign investors, it might have meant opportunities in the South African economy through technology. Against this silhouette of political, economic, educational, social and psychological dynamism, teachers were being mentally prepared by right sizing committees which were formed at schools for the purpose of rationalising posts that were in excess of teacher/pupil ratios of 1:38 in secondary schools and 1:40 in primary schools. The principle of rationalisation meant teacher cutbacks in overstaffed schools and a redeployment of those teachers to understaffed schools so that equitable teacher/ pupil ratios could be achieved. The teacher rationalisation and redeployment (R&R) process was intended to redress the inequities and imbalances of the apartheid era.

This study explores the multidimensional perspectives of the teacher rationalisation and redeployment phenomenon in KZN for the period November 1998-March 1999. This was achieved by examining the paradigmatic representations of four media institutions: The Daily News, Mercury, Natal Witness and Post individually and comparatively in an attempt to answer the critical question of this study: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?*

Section One of this Chapter, provides an introductory background to this research project. In Section Two, I discuss the need for educational transformation in a post apartheid South Africa. In Section Three, I discuss the rationalisation and redeployment process within the context of the Human Resource Development programme. In Section Four, I discuss the baseline research study for the Rationalisation and Redeployment policy, the National Teacher Audit (1995). In Section Five, I discuss the crucial National Teacher/Pupil Ratios. Section Six is an insight into the Purpose and intrinsic motivation of this study and rationale. In Section Seven I discuss the Significance of this study. In

Section Eight, I speak of the Limitations that this study presented as well as my personal limitations. Finally, in Section Nine, I briefly outline the chapters of this study.

Section two

2. Background

The 1994 constitution, Revised norms and Standards and Human Resource Development policies were pivotal in educational transformation in a post apartheid South Africa.

2.1 The Constitution

After centuries of oppression, the majority of South Africans were anxious to enjoy the benefits of the values embellished in the new 1994 constitution. These transformational values were democracy, liberty, equality, justice and peace. However, South Africans were even more anxious to see these values being translated into transformative ideologies and attitudes in society.

2.1.1 Educational Transformation

The values of the new constitution meant a transformation of all public sectors so that the inequities and imbalances of the apartheid era could be redressed. To this end, new political dispensations were pronounced. With particular reference to the education system, Director of Teacher Education, in the Department of National Education, Le Roux, (1998: 56) states the following:

A new political dispensation emerged which enunciated new educational principles, structures and sectors. The new vision was egalitarian, emphasizing equity, redress, autonomy, access and mobility. The integrated approach was to be reflected in a transformed educational system.

A. le Roux (1998: 56)

2.1.2 Revised Norms and Standards

The rationalisation and redeployment policy was to provide a cathode for this much needed transformation in the education system. Educational transformation was translated

into the **Norms and Standards** for teacher education by former National Education Minister Professor Sibusiso Bengu in 1995.

However, it must be noted that Le Roux, (1998) further states the following

The original Norms and Standards, were developed by the Committee on Teacher Education Policy (COTEP) and declared national policy shortly after the new government took office...at this stage in 1994, there was no national policy on Human Resource Development (HRD).

(Le Roux, 1998: 56,57)

Section Three

3.1 Human Resource Development

The teacher rationalisation and redeployment process became part of the Human Resource Development programme. Human Resource Development is inextricably linked to economic development. It could be beneficial to developing countries if imbalances were avoided. Director of research of the International Institute of Educational Planning, Coombs, (1971) states the following on human resource:

...educational planners must deal with the total human resource process...It is also important that imbalance within the various educational levels be avoided...comprehensive educational planning must also concern itself with institutional change and innovation in education, a task which demands that planning be pragmatic.

(Coombs, 1971: 248)

3.1.1 Rural Communities

The rural communities continue to face the consequences of oppressive ideologies that have been expressed and translated into policy during the Apartheid era. As Christie (1989: 12) cites one of the greatest violation of human rights ever committed in the history of mankind is that of depriving any human being the right to learn: *We should not give the Natives any academic education. If we do, who is going to do the manual labour in the community?*

J.N. le Roux, 1945 National Party politician

3.1.2 TIMSS Studies

A further consequence of oppressive apartheid ideologies that the majority of South African learners, still suffer, especially in the rural communities, is that they have little or no resources and have to bear the consequences of large classes, one of them being low achievement as cited in the TIMSS Studies, conducted by the Human Science Research Council in 1995, where South African learners performed most poorly in Mathematics and Science in comparison to learners in other parts of the world.

The National Ministry of Education faced insurmountable challenges in attempting to address the problems facing the rural communities and South African Education in general. To alleviate some of these problems, new research had to be conducted. One such research, the National Teachers Audit, to determine teacher demand and supply was conducted by a consortium of researchers, headed by Hofmeyr, which was completed in May 1995.

Section Four

4.1 National Teacher Audit (1995)

4.1.1 Factors determining teacher demand and supply

The R&R policy had to depend on a baseline study to make inferences and projections in terms of teacher demand and supply in South Africa. The National Teachers Audit provided the statistics for the formulation of the rationalisation and redeployment policy.

The factors that determined the teacher demand and supply were as follows:

Research revealed that the 'upswings in the economy' were linked to 'outflows from the teaching profession' as teachers resigned and took up employment in various other sectors of the economy. Furthermore, the fact that many 'newly qualified teachers were not seeking employment as teachers' also resulted in the 'upswings in the economy', (1995: 46)

Due to the fact that a large number of newly qualified teachers not entering the teaching

profession makes 'teacher output needs to be viewed cautiously'. In fact, the audit estimated that this figure could be as 'high as 20% and provincial planning must take this into account by building in a cushion factor of this magnitude', (1995: 46)

Supply and demand was directly linked to teaching posts. Budgetary constraints will determine teaching posts and 'even force the phasing out of some existing posts in the privileged provinces'. However, the report does not indicate how they intended forcing out 'existing posts', (1995: 46)

There were 'unemployed teachers wanting to enter the profession'. Although estimates are varied, the 1995 figures reveal that there were approximately 7000 in the Northern Province, 2000 in Gauteng and 3000 in Mpumalanga. Does the omission of statistics for KZN mean that there were no 'unemployed teachers wanting to enter the profession', (1995: 46)

Supply and demand were also linked to 'provincial hiring policies'. Instead of employing newly qualified teachers, provinces continue to employ under-qualified 'new hires'. Statistics reveal that 23% 'all African new hires employed during 1993 and 1994 were under-qualified', (1995: 46) According to the above statistics, schools were forced to hire under-qualified teachers because newly qualified teachers were reluctant to teach in rural schools. However, the methodology of ascertaining these statistics might be questionable.

(National Teacher Education Audit, 1995: 46)

The rationalisation and redeployment policy was based on the research findings of the National Teacher Audit (1995) on the teacher supply and demand. Table 1 reflects the database of the audit professing the teacher stock per province. Table 2 reflects the pupil/ teacher ratios for primary schools, and Table 3 reflects the pupil/teacher ratios for secondary schools.

Table 1: National Statistics: Current Supply of Teachers

NATIONAL STATISTICS : CURRENT SUPPLY OF TEACHERS					
	African	Coloured	Indian	White	Total
Eastern Cape	49189	5209	90	3950	58438
Mpumalanga	21516	143	208	3310	25177
Free State	18851	721	24	4088	23684
Gauteng	24957	2815	1738	18897	48407
Kwazulu-Natal	50863	1423	10706	5364	68356
Northern Cape	1625	4109	26	1448	7208
Northern Prov	48322	42	55	1690	50109
North West	23244	364	141	2927	26676
Western Cape	2960	22513	274	8101	33848
National	241527	37339	13262	49775	341903

National Teacher Audit (1995: 27)

The above figures indicate that KZN has the most supply of teachers in South Africa. It can therefore be expected that KZN might be one of the first provinces to be recommended for rationalisation.

Table 2: Pupil / Teacher ratios for Primary Schools

	PRIMARY				
	African	Coloured	Indian	White	Total
Eastern Cape	56 : 1	28 : 1	39 : 1	21 : 1	51 : 1
Mpumalanga	36 : 1	33 : 1	72 : 1	23 : 1	35 : 1
Free State	35 : 1	31 : 1	: 1	19 : 1	33 : 1
Gauteng	37 : 1	31 : 1	32 : 1	26 : 1	33 : 1
Kwazulu-Natal	43 : 1	27 : 1	25 : 1	24 : 1	39 : 1
Northern Cape	36 : 1	29 : 1	: 1	19 : 1	29 : 1
Northern Prov	40 : 1	36 : 1	38 : 1	23 : 1	40 : 1
North West	38 : 1	35 : 1	99 : 1	24 : 1	37 : 1
Western Cape	41 : 1	25 : 1	34 : 1	20 : 1	26 : 1
National	43 : 1	27 : 1	27 : 1	23 : 1	38 : 1

National Teacher Education Audit (1995: 28)

It is evident from the above data that the African Primary Schools are operating above the National Norm of 1:40 in Primary schools, while the Coloured, Indian and White schools were operating under the National Norm of 1:40.

Table 3: Pupil / Teacher ratios for Secondary Schools

	SECONDARY				
	African	Coloured	Indian	White	Total
Eastern Cape	26 : 1	20 : 1	15 : 1	16 : 1	25 : 1
Mpumalanga	32 : 1	25 : 1	10 : 1	14 : 1	29 : 1
Free State	33 : 1	21 : 1	: 1	16 : 1	29 : 1
Gauteng	31 : 1	19 : 1	16 : 1	16 : 1	23 : 1
Kwazulu-Natal	33 : 1	18 : 1	17 : 1	19 : 1	28 : 1
Northern Cape	32 : 1	21 : 1	: 1	16 : 1	22 : 1
Northern Prov	35 : 1	20 : 1	11 : 1	15 : 1	34 : 1
North West	28 : 1	23 : 1	9 : 1	14 : 1	26 : 1
Western Cape	41 : 1	20 : 1	6 : 1	17 : 1	20 : 1
National	31 : 1	20 : 1	16 : 1	16 : 1	27 : 1

National Teacher Education Audit (1995: 28)

The above data indicates that the African, Coloured, Indian and White schools in KZN are operating under the National Norm of 1:38. However, the methodology used to arrive at these statistics is questionable.

4.1.2 Principle of Rationalisation

So what did the above tables mean for South African schools? It meant a rationalisation of overstaffed schools and redeployment to understaffed schools to achieve equitable teacher /pupil ratios. According to the Wits Education Policy Unit (EPU), Quarterly Review of Education and Training in South Africa, Volume Four, Number Three, 15 March 1997, the principle of rationalisation meant the following:

The principle of rationalisation through the application of uniform teacher/pupil ratios in all schools was initially conceived as a way of achieving equity both within and between provinces.

It must be noted that Tables 2 and 3 reflecting the teacher/pupil ratios for primary and secondary schools reveals the inequities and imbalances between provinces.

Section Five

5.1 National Teacher/ Pupil Ratios

Agreements involving national teacher/ pupil ratios were set as 1:40 in primary schools and 1:35 in secondary schools. Subsequently, due to changes in policy, the ratios were changed to 1:40 in primary schools and 1:38 in secondary schools. The provincial departments were to use these ratios as guidelines to determine the provisioning scales for schools at a national level. This process involved the redeployment of teachers from more to less privileged schools.

Section Six

6.1 Purpose of Study

The purpose of this study is to gain an in-depth understanding of the multidimensional perspectives of the teacher rationalisation and redeployment phenomenon in KZN for the period November 1998-March 1999. I intend achieving this by identifying the paradigmatic representations of four media institutions, The Daily News, Mercury, Natal

Witness and Post individually and comparatively. Firstly, I chose these institutions because they represented the rationalisation and redeployment phenomenon timeously. Secondly, these four media products were chosen because they represented the readership in Kwa-Zulu Natal. Thirdly, I had to triangulate the data by using four media institutions. Furthermore, I intend exploring the language in terms of semiotics, syntactical structure, semantics and ideology. Moreover, I intend exploring the significant role that the media plays in forging relationships between role-players and promotes public discourse between stakeholders in education.

I systematically gathered the data generated by these four media institutions in an attempt to answer the following critical question: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?*

6.1.1 Rationale for Study

Who I teach does not matter. Where I teach does not matter. What and how I teach does matter, because my ideologies consciously or unconsciously permeate my lessons to shape the thinking of my learners. With this axiom in mind, I was unafraid of being redeployed to a disadvantaged school. I wanted to be part of the transformation process. I wanted to empower the previously disempowered and oppressed learners. Like me, there were many teachers from the ex-House of Delegates schools who placed themselves on the **Voluntary Redeployment List** with the understanding that we were going to be redeployed to previously disadvantaged schools. The annexure on Voluntary redeployment of the (R&R) circular HRM 51/98 refers to schools being granted additional teachers through redeployment read as follows:

6.1.2 Voluntary Redeployment

“Annexure 3.3.1.3 of HRM Circular No. 51 of 1998 refers to schools being granted additional through re-deployment. Where immediate relief is required, voluntary re-deployment of excess educators could be arranged.

Example:

Institution A

Institution A has staff of 30 educators (20 permanent, 5 'protected' temporary and 5 temporary) as at 31 December 1998. On 01 January 1999 it is entitled to an educator post provisioning of 28. This institution should identify from the 5 temporary educators the 3 temporary educators on the basis of curriculum and LIFO principles to be recommended for re-appointment on 01 January 1999.

Institution B

Institution B has a staff of 30 educators (20 permanent, 5 'protected' and 5 temporary) as at 31 December 1998. On 01 January 1999 it is entitled to an educator post provisioning of 31. This institution will recommend to the Regional Chief Director the 5 temporary educators for re-appointment. The 31st post will be filled through re-deployment or voluntary re-deployment of an excess educator."

Annexure 3.3.1.3 of HRM Circular No. 51 of 1998

However, some ex- House of Delegates educators who were prepared to be redeployed. were redeployed to previously advantaged, ex- House of Assembly schools. This was the point of disjuncture from the objectives of the rationalisation and redeployment policy, which was to redress the imbalances and inequities of a pre-democratic South Africa. Since the media was our main source of information, I had to investigate from as many media sources as possible, who else shared my sentiment that the redeployment process was derailed by a third force. Moreover, I was curious to know **provincial and national statistics** on who was redeployed to where. The motivation to explore the critical question of this study, *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999*, was intensified because this previously advantaged, ex-House of Assembly school

seemed to have gained me, a state employed teacher, through ‘voluntary redeployment’ annexure no. 3.3.1.3 of HRM Circular No. 51 of 1998. This became problematic for me, because I understood that the redeployment process was to benefit the previously disadvantaged schools, not the previously advantaged schools. This was the start of my inquiry into the multidimensional perspectives of the rationalisation and redeployment phenomenon. I was curious to know if the **media** was reporting on cases of redeployment to previously advantaged schools. I was also anxious to capture public discourse surrounding the **Voluntary Redeployment** annexure 3.3.1.3 of HRM Circular No 51 of 1998.

Section Seven

7.1 Significance of this study

The findings of this study might be useful to:

- * affected excess teachers to look at the multidimensional perspectives of the rationalisation and redeployment phenomenon so that perceptions and consciousness may be altered.
- * create an awareness of critical thinking in relation to the economy of the country.
- * create an awareness of critical thinking in relation to the constructed stories by the media.
- create an awareness that previously advantaged schools were further advantaged through the implementation process of the R&R policy.

Section Eight

8.1 Limitations of this study

Since I was both subject and witness to the rationalisation and redeployment phenomenon in KZN, my ideologies, which consciously or unconsciously permeate my writing, might be perceived to be a limitation in this study. This study focuses only on the province of KZN and because the national picture cannot be seen, it is limited.

Section Nine

9.1 Outline of Chapters

Chapter One dealt with the silhouette against which the Rationalisation and Redeployment Policy was placed. I raised salient issues of national norms and why it necessary to achieve equity in all nine provinces in South Africa. I also highlighted my personal motivation for this study, which was to see if the media focused on the period where ex-House of Delegates teachers were redeployed to ex-House of Assembly schools due the **Voluntary Redeployment** annexure, 3.3.1.3.

In Chapter Two I discuss the tools, using International media theories, to deconstruct the media texts. I also explicate the concepts of **consensus** and **conflict** paradigms of media theories. Since the R&R phenomenon presented a series of approximately twenty six articles over the period of three months, it did create a situation of panic and mass hysteria with the affected role-players. In this chapter, I draw a parallel between an International Media study on mass hysteria and the R&R phenomenon in KZN.

Chapter Three deals with a revelation of the process of data collection and analysis. I discuss in depth the research strategy of document analysis and why this study of media texts employed document analysis. I also explain the timeframes, the sampling strategy, and how I used four media products to triangulate this study.

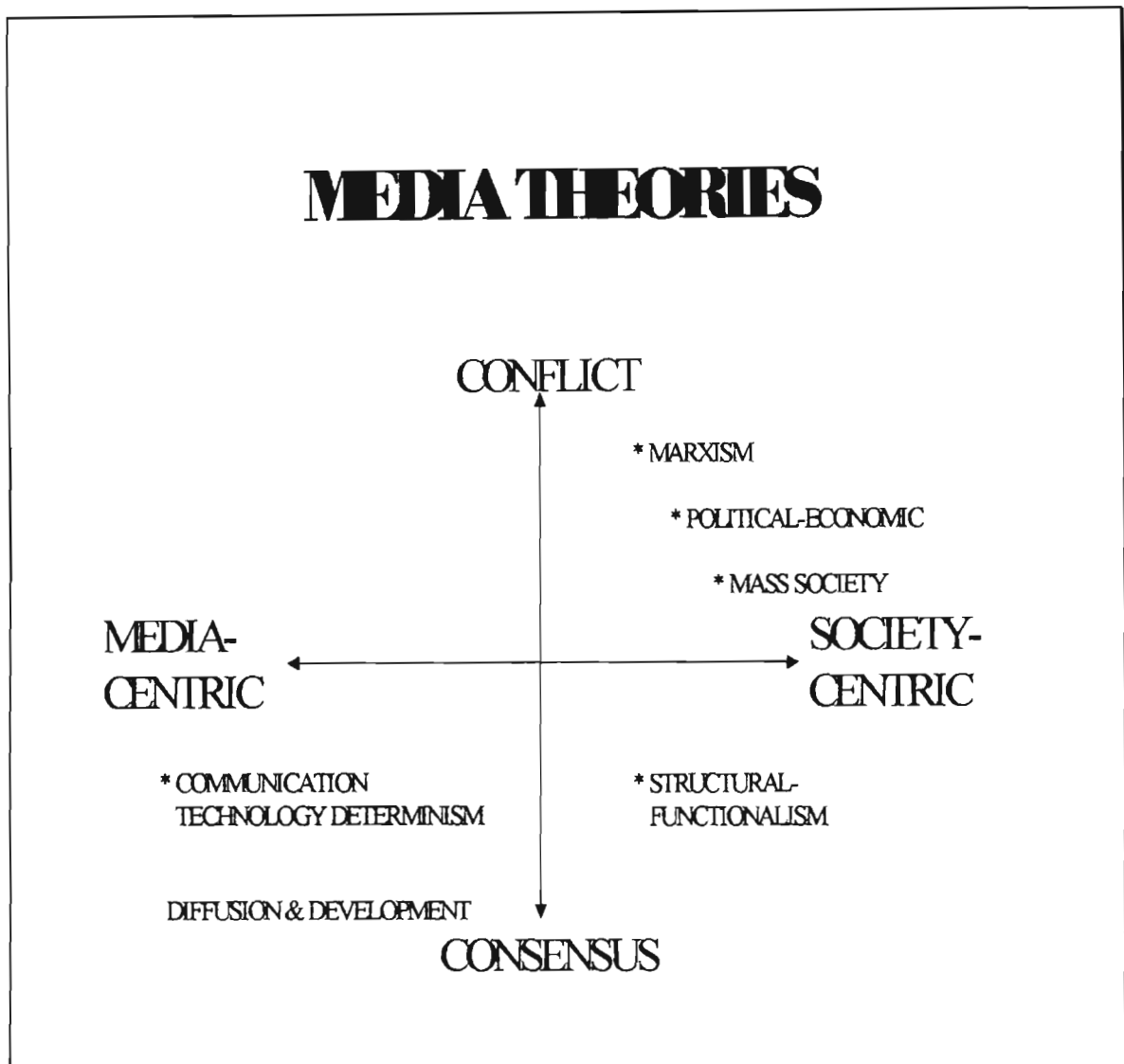
In Chapter Four, I use the theories explicated in Chapter Two, the theory of **transitivity** and the **'us and them'** model to deconstruct the texts firstly in terms of the writers' choice of words, their meanings, their sentence construction, and their ability to spark **public discourse**. Most crucial to the critical question of this study, I identify whether the four media products, Daily News, Mercury, Post and Natal Witness operate with the **consensus** paradigm or **conflict** paradigm.

In Chapter Five, I discuss the most salient issues, principles and constructs that emerged out of the ten texts analysed in Chapter four. To illustrate these visually, I present graphic representations of most represented issues for the period before implementation,

November 1998 to January 1999, and the period during implementation, January 1999 to March 1999. To gain an aerial view of this study, an Overall View of the Media Paradigmatic Representation in partial answer to the critical question of this study: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?* is presented.

CHAPTER TWO

LITERATURE REVIEW /CONCEPTUAL FRAMEWORK



*An overview of theories of media and society: the main choices are between
Conflict and consensus and between media as moulder and media as mirror of society.*

Hiebert et al. (1991: 37)

1. Introduction/ Rationale

Chapter one dealt with a fledgling democracy in political, economic, educational, social and psychological transition. In this chapter, I intend looking at the **multidimensional perspectives** of the teacher Rationalisation and Redeployment through the lens of a newspaper editor because he/she decides what news gets printed, what news sells to which target audience, what issue gets sensationalized and what news remains hidden from the masses. My lens constitutes the role of language and ideology in the media to either court mass consensus, especially on government policy, or creates a situation where conflicting opinions are encouraged. Section One deals with Theoretical Conceptions, in which I explain the two major concepts in this study, **consensus** and **conflict**. Section Two deals with International Media Theories in an attempt to compare South African media on the global map. In doing so, it becomes imperative to examine the role of language and ideology exploited in the media to create consensus perceptions or conflict perceptions in society. Section Three deals with An International media study on mass hysteria because I wanted to explore and compare local and international characteristics of mass hysteria in the media. Section Four deals with the Conclusion.

Section One

1.1 Theoretical Conceptions

The media is a crucial state apparatus that plays a pivotal role in reflecting reality to the masses. In doing so, the media adopts either a **consensus** or **conflict** position.

1.1.1 Consensus Theory

By consensus theory I understand that the media communicates government ideology to the masses in the hope of gaining their support so that the status quo remains intact. The media achieves this by focusing on issues that the oppressed masses are ignorant about, e.g. finance, business and government policy. The article is deliberately written in language that is non-interactive and does not encourage dialogue from people at grassroots. Hiebert et al (1991: 33) views the press and politics from a **functional paradigm**. He states that 'one of the well known applications of the idea that the political philosophy of a state has a direct bearing on the structure and functioning of the media

system'. He defines mass media communication as one that privileges technology, ignores the human factor and emphasizes transmission. Furthermore, he describes the process of mass communication as large scale and designed for many in which there is a one directional flow. Furthermore, it is impersonal and remote from their intended audiences. Moreover, the senders of these messages or signals are professionals and are employed by institutions, which mean that their cultural context must be taken into account. What is quite a revelation is that content is 'manufactured in standard ways in which the relationship between the sender and receiver is one of supplier and consumer, where the sender has more power, prestige, expertise and authority than the receiver'.

Hiebert et al., (1991: 37) explains the Marxist Theory of media as being one in which the 'Mass media is owned by bourgeois class', who operate in 'their own class interest'. Furthermore, that the media 'promotes working- class false consciousness' and denies access to political opposition.

Hiebert et al., (1991: 37) explains the Structural-Functionalism Consensus theory of media as essential to society for the reasons of 'integration, co-operation, order, control, stability, adaptation to change, mobilisation, management of tension and continuity of cultures and values.

1.1.2 Conflict Theory

By conflict theory I understand that the media positions itself as facilitator between various interest groups and promotes dialogue and interaction by creating a situation of conflict. They achieve this by focusing on issues that easily spark debate, e.g. 'religion', 'politics', and 'human rights violation'. These issues generally affect the oppressed masses at grassroots. However, if an issue is too close to people's hearts, this conflict stance that the media adopts could lead to mass hysteria if the phenomenon is represented for a period of three months or more as in the recent foot and mouth disease scare. This is achieved by using strong emotive language. Hiebert et al., (1991: 37) explains the Political – Economic Conflict Theory as one in which 'economic control' and logic is a determinant. Furthermore, the media structure is inclined towards concentration and

global integration. Moreover, the contents and audiences are mere commodities. In the final analysis, it is one where diversity decreases, opposition voices are marginalised, and 'public interest in communication is subordinated to private interests'.

The concepts of **consensus** and **conflict** provide the basis for the deconstruction of the ten representative media texts. Furthermore, it enables me to identify the paradigms in which the four media institutions, The Daily News, Mercury, Natal Witness and Post operate within, so that I might eventually answer the critical question of this study: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?* Since I have explained the concepts, consensus and conflict, that frames my lenses, I now need to explore what tools I need to use to deconstruct the ten representative media texts. I shall in the next section explore international media theories for this purpose.

Section Two

2.1 International Media Theories: Tools to Deconstruct Media Texts

Mc Quail (1994: 2) concedes that it is difficult to draw a distinction between mass media theories and 'wider society theories'. However, it is possible to recognise the link between media and economics. Young (1994: 20), as quoted and explained by Fowler, supports Mc Quail's (1994: 2) perspective on the link between the media and economics in his assertion that 'the press is bound to be preoccupied with money, hence the prominence of financial page seven through stocks and shares and exchange rates cannot be of much interest to the bulk of the population'.

However, the media's preoccupation with economics has to be masked by distorting reality with pseudo images using language manipulatively to do so. In support of this argument and in direct relation to this study pertaining to media texts, the Newsom Report (1963) concluded that media texts relate to reality in different ways. Furthermore, 'media theorists, critics and teachers agreed that media texts do not mirror or replicate

reality in any way'. Levis- Strauss's and Barthes's (1979: 157), perspective on language and reality in the media concurs with the Newsom Report (1963). Their argument is that readers bring meaning to a text through their experiences.

Since a discourse analysis of media texts is necessary in Chapter Four, I intend shifting my focus onto Masterman's (1992: 92) rationale for studies of media texts, as being to 'encourage students to apply critical judgements to media texts'. He further explains that the emphasis should be on 'critical judgement' which ought to reduce the 'importance of content as an end in itself'. At this point I understand that critical evaluation of media texts ought to transcend superficial content. Perhaps a study of the dynamics within media institutions might provide some insight so that media texts could become more transparent.

2.1.1 Media Institutions

Since this study deals directly with analysing the discourses emanating from four different media institutions, I intend shifting the focus on to media institutional analysis. Garnham (1992: 92) noticed the extensive emphasis on text analysis in the 1970's. His focus therefore shifted to the media institutional context within a historic, social, political and economic milieu. He argues that 'without that kind of focus, any attempt to develop a concept of ideology in communication studies is fatally flawed'. Furthermore he suggests that the value of ideology offers a conceptual tool to relate the world of ideas in the material world'. In support of this view, Buckingham (1992: 105) perceives students as seeing 'knowledge as a transparent reflection of reality'. However, media studies challenges this dominant view by arguing that all knowledge is constituted through symbolic systems and discursive practices, i.e., institutions, which are in turn constituted by, and constituted of power relations'. Let us now examine how the media negotiates itself as facilitator between various interest groups in society.

2.1.2 Media as facilitator

The media often facilitates discourses between various role-players in society in an attempt to uplift the consciousness of the general public on matters affecting society.

However, in order to facilitate these discourses, Newspapers have to access voices from various institutions. In support of this statement, Hartley (1982: 109) states that ‘the familiar cast of elite persons are often called upon to have their say, and there can be contributions from lesser known people who are either representatives of particular parties or groups involved in a story, or selected for vox pops’. Furthermore, he states that ‘the voices we hear are not really the voices of the actual speaker’. The actual voices we do hear are those of the readers, correspondents and reporters. Moreover, Hartley explains that the voices, which are fully naturalised, are those of the reporters and the newsreaders. He highlights the image-reality paradox in newspapers in his comment that ‘these voices deny their constructed provincial status’ and that ‘the things they say are said as if they were completely transparent’, yet, ‘reality simply appears through them’. Furthermore, Hartley (1982: 111) comments on voices that issue press releases as ‘voices who don’t appear in their guise, but rather in that of the institutional voice itself’. He explains that ‘these are the voices who issue press releases’. He further explains that ‘there is absolutely no way of telling in detail from the news itself how much of a reporter’s script is written by the news organisation and how much comes from press releases’.

2.1.3 The Power of language in deconstructing our environment.

In attempting to answer the critical question of this study, it seems necessary to deconstruct the language used in media texts because writers manipulate language to elicit various reactions from their target audiences. In support of the power that language has on society in deconstructing their environment, a convergence of thought emerges between anthropological linguists, Sapir & Lee Whorf (1994: 28,29) and modern structural anthropologist, Leach (1994: 29) on the issue of language and the deconstruction of our environment. It is evident in Leach’s postulation: ‘I postulate that the physical and social environment of a young child is perceived as a continuum. It does not contain any intrinsically separate ‘things’...The world is a representation of our language categories, not vice versa’. Let us now examine if language serves to perpetuate

class-consciousness, hence entrenching divisions and conflict in society. Does the media achieve this by using a non-interactive, structuralist system of communication?

2.1.4 Is Non-Interactive language oppressive?

The Sapir-Whorf hypothesis (1994: 30) explains the relationship between language and perception in the explication of the 'theory of linguistic determinism' which maintains 'that differences of linguistic structure cause the speakers of different languages in some sense to see the world in different ways...people speaking one language cannot perceive the world any other way than in the terms provided by the mental 'map' constructed by their language'. However, a contradictory perspective is presented by Fowler (1994: 27) who draws a conclusion of Chomsky's theory as being a 'theory of language development' which remains a formal **structuralist** account of an abstract system which is cut off from communicative interaction. At this point, it can be deduced that structuralist, deterministic language is top down and does not encourage interaction. Linguistic philosopher, Austin's (1994: 88) perspective on the structuralist system, which cuts off interaction, is explained in terms of 'speech acts'. He believed that 'the thousands of speech act verbs, e.g., stipulate, ban and declare, represented in newspapers' dictated 'habitual processes' and limited human interaction. He explains a speech act or 'performatives' in terms of the following example: 'I declare you man and wife', is judged according to the appropriateness or felicitousness of its performance, not its truth value'. I understand at this stage that truth is not necessarily inherent in media texts.

Moreover, the media might be representing images instead of reality to the public. However, how people perceive and deconstruct their environment is directly linked to their mental schemas and ideology.

2.1.5 Reader's Ideology

The representations of images and reality by the media are dependent on the ideology or reading of the discourse by the reader. Hall (1992: 162) identifies three types of reading in his **encoding** and **decoding** discourse. Firstly, he explains a '**dominant**' reading, where the reader 'recognises what a programme is saying and broadly agrees with it'.

Secondly, he explains ‘**oppositional**’ reading where ‘he or she recognises the dominant meaning but rejects it for cultural, political, or ideological reasons’. Thirdly, he explains ‘**negotiated**’ reading ‘in which elements of the programme are subjected to acceptance, rejection, and /or refinement in the light of previously held views and assumptions’.

Moreover, the reading, decoding, deconstruction, understanding or perception of texts is dictated by the **ideology** of readers. Mulvey (1992: 163), explains the workings of ideology in the deconstruction of texts as ‘if meaning is a production’. He explains that the reader or critic plays a part in this production by bringing to bear on the work her/ his own cultural knowledge and perspective’. For example, ‘a feminist reading, re-works the text and produces meanings that would have been impossible prior to the development of the conceptual framework of feminism. I now shift my focus from the reader’s ideology to ideology in the newspaper.

2.1.6 Ideology in the Newspaper

Masterman (1992: 51) states that the ‘precise nature of the media’s ideological function has been the subject of much debate’. However, he explains that ‘some writers identify the dominant ideology as the pattern of ideas and beliefs of the dominant class, which leads to a view of media products of monolithic expressions of ruling class values’. In attempting to understand and answer the critical question of this study, it is important to understand how ideology permeates news representation. Donald (1992: 78) in Alvarado (1992) suggests that any study of the media should include an analysis of the unfolding of the ideological representations in the text. Criticos (1996) indicates how this deconstruction process can be achieved in media studies courses. He argues that the media literacy courses should tear down ‘the notion of magical agency from instructional media and equip learners to develop a critical understanding of audience, representation and meaning of symbolic codes’. He further argues that when learners are actively involved in ‘reading’ instructional media, they develop analytical and critical skills that go beyond ‘an understanding of media messages’.

Now that we have examined ideology which permeates the newspapers, one needs to ask the question, what tools does one use to deconstruct media texts? One such tool, which is relevant to this study, is the theory of transitivity.

2.1.7 Theory of Transitivity: A linguistic tool to deconstruct media texts

Since this study deals with textual analysis and representation, it would be useful to examine analytical tools that deal specifically with media text analysis. One such tool is the theory of transitivity. Halliday (1994: 70) as quoted by Fowler, explains the theory of transitivity as a 'fundamental and powerful concept' and an 'essential tool in the analysis of representation'. Fowler (1994: 71) explains Halliday's transitivity as meaning that differs from 'the sense of the term in traditional grammar' He further explains that 'traditionally, there is a syntactic distinction between transitive and intransitive verbs, depending on whether they take an object or not. For example:

* Sujen drove the carversus.....Kemsila danced.

Fowler (1994) explains the syntactic difference 'oversimplifies or neglects some important differences of meaning between various types of verbs, and therefore various types of clauses'. Now that we have examined the type of interactive or non interactive use of language in the media, let us examine how to analyse media articles, simultaneously focusing on the consensus or conflict stance that the media takes.

2.1.8 Us & Them Model: An ideological tool to deconstruct media texts

The Us and Them Model is an example of the media choosing to adopt the conflict position and hence entrenching class conflict in society. For example, the 'us' represents the ruling class and the 'them' represents the working class. Brunson and Morley (1978: 25) base their 'us' and 'them' model on the theory that since 'the media image of a non-political consensus operating at the level of the family' to which the media address their remarks it is not surprising that the basic opposition between '**us**' and '**them**' should also prove to have implications for that image. The following figure illustrates their model:

Figure 2.2

BRUNSDON & MORLEY “US & THEM” MODEL

Absent	Present
World	Home
Work	Leisure
Production & Reproduction	Consumption
Workers (functions)	Individuals (bearers)
Structural Causation	Effects
THEM	US

(Brunsdon and Morley, 1978: 25)

The left side of the above figure, ‘**Them**’, represents the working class, oppressed masses while the right side of the figure, ‘**Us**’, represents the ruling class. As long as this division and disparity exists, there will always be conflict in society. In relating this model to my study, I wish to bear in mind the theoretical concepts explained at the beginning of this chapter, where the media chooses to operate in the **consensus** paradigm when representing ruling class ideology and then shifts to the **conflict** paradigm when representing working class ideology.

Brunsdon and Morley (1978) propose the following questions in analysing media articles:

- * What is the relationship between copy, headline and picture?
- * How does the overall layout help to promote a particular meaning for the event reported?
- * What role do the photos play in closing the meaning of the stories?
- *What codes are at work in producing this effect?
- * What is the relationship between different stories on the same page?
- * For example, the popular dailies often juxtapose political stories and images with showbiz and glamour stories.
- *Does this type of juxtaposition produce any meaning which is not contained in either of the stories on their own?

- * How are the events in politics and other spheres of social life translated into popular idiom?
- * When considering the headlines, what is the ideological productivity?
- * In other words, what benefit is there to be gained for a particular ideological position by selecting and signifying the events in this way?
- * What paradigmatic choices have been made?
- * How are accessed voices used to make the stories 'preferred meaning' seem to emerge naturally?
- * Can you find any evidence to suggest that some interests in a dispute are presented as natural and general interests, whilst left or demonstrators are presented as deviant behaviour?
- * How far is a political conflict signified in the rhetoric of violence as illustrated by Hiebert et al's paradigmatic theories?

I stated earlier on in the chapter, under the sub-heading, conflict theory, that when there is on-going interaction in the media for a period of three months or more, about issues that are close to people's hearts, then it constitutes mass hysteria. I cited the example of the foot and mouth scare in South Africa. Now let us focus our lens on a similar phenomenon on the international arena.

Section Three

3.1 An International Media Study on Mass Hysteria

Since some newspaper reports on rationalisation and redeployment process created mass hysteria among affected teachers in KZN, it would be interesting to note another instance where the media created panic and hysteria. Fowler (1994: 148) cites an example of hysteria in the British media, where the tabloid read: **The salmonella in eggs affair**. Fowler describes that for three months, from November 1988-March 1988, 'an hysterical episode of massive proportions was built up in the British media.' The British public was panic-stricken about food poisoning, specifically about 'two types of bacterial poisoning, salmonella enteritis phage type 4, which was present in eggs', and the second bacteria

being, 'Listeria monocytogenes, a bacteria occurring widely in the environment and which also found in pre-cooked and chilled food, and some cheeses'.

Furthermore, 'food poisoning cases and outbreaks' had increased, and 'during those three months of panic, a few deaths and stillbirths specifically linked to salmonella and Listeria occurred or were reported'. Fowler describes 'hysteria' as behaviour that is 'not simply which is in excess of the events which provoked it, it is behaviour which attains autonomy, which sustains itself as an expressive performance independent of its causes. People behaving hysterically 'go on and on' (sustain) and 'shout' and 'scream' (excess, express)'. He explains further that hysteria requires an expressive system, a mode of discourse, independent of empirical reality'. Fowler concludes that the 'great egg scare was not a medical phenomenon, not an epidemic, it was a construct of discourse, a formation and transformation of ideas in the public language of the newspapers and television'. I understand from this study on mass hysteria that if the media facilitates dialogue and discourse by using interactive and emotive language, then the media could be deliberately fanning the flames of mass hysteria.

Section Four

4.1 Conclusion

According to Hiebert et al. (1991) conflict and consensus theories are the cornerstones that dictate the role of media as moulder or mirror of society. By consensus theory I understand that the media adopts the consensus stance when communicating ruling class ideology to the masses in the hope of gaining their support so that the status quo remains intact. By conflict theory I understand that the media positions itself as facilitator to promote discourse and interaction between various interest groups, especially at grassroots level. I further understand that when dialogue rages between interest groups over an extended period of time, then it does constitute mass hysteria.

CHAPTER THREE

METHODOLOGY

KWAZULU - NATAL READERSHIP BY RACE

PUBLICATION	WHITE READERSHIP		INDIAN /COLOURED READERSHIP		BLACK READERSHIP	
	TOTAL RDRSHIP	% WHITE READERS	TOTAL RDRSHIP	% INDIAN READERS	TOTAL RDRSHIP	% BLACK READERS
DAILY NEWS	94 000	26	185 000	50	87 000	24
THE MERCURY	104 000	42	84000	34	61 000	24
NATAL WITNESS	59 000	41	42 000	30	40 000	29
POST	5000	1	292 000	96	9000	3

KwaZulu-Natal literate population = 5 281 000

Blacks = 4 127 000

Whites = 523 000

Indians/Coloureds = 631 000

Source: AMPS 2000A

1. Introduction / Rationale

In Chapter Two I explored the Consensus and Conflict theoretical media paradigms / framework within which this research is located. I also explored how the media exploits language and ideology within these paradigms. In this chapter I intend revealing how I collected and analysed data in attempting to investigate the critical question of this study: *How did the print media represent the rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?* Section One of this chapter deals with Research Focus and Research Strategy in which I explain the purpose of this study and rationalise the use of document analysis. Section Two deals with the Research Design in which I explain the timeframes and the choice of the media products, Daily News, Mercury, Natal Witness and Post. Section Three deals with the Research Instruments which explicates how the sample was coded and categorised according to the methods recommended for document analysis. Section Four deals with a Table of Synthesis of high frequency R&R issues for the period before implementation, (November 1998 –January 1999) and the period during implementation, (January 1999 – March 1999). Finally, Section Five deals with the Limitations of this study and Conclusion.

Section One

1.1 The Research Focus

The purpose of this study is to gain an in-depth insight into the paradigmatic media perspectives and representations of four local media products on the Rationalisation and Redeployment (R&R) phenomenon in KwaZulu-Natal.

1.1.1 The Research Strategy

The critical question in this study: How did the media represent the rationalisation and redeployment phenomenon in KZN for the period November 1998- March 1999? determined the use of **document analysis**, commonly called **content analysis**, as the most effective research strategy because media texts would constitute the written document. Robson (1988: 237) categorizes ‘newspapers, books, magazines, notices or

letters' as written documents. He further explains that document analysis is an 'indirect' mode of analysis of newspaper texts, because instead of requesting someone to 'fill in a questionnaire for the purpose of our inquiry, we are dealing with something produced for some other purpose'. Robson (1998: 238) states that 'content analysis came into prominence in the social sciences in a series of quantitative analyses of newspapers'. My inquiry requires an analysis of media texts, and it is interesting to note that Krippendorff (1980: 13-15) cites the use of content analysis in research studies of advertising, pornography, and violence in the media. It is quite clear that document analysis would be the most effective research strategy for my deconstruction of the media texts representing the R&R phenomenon in KZN.

1.1.2 Definition of Content Analysis

Krippendorff, (1980: 21) defines content analysis as ' a research technique for making replicable and valid inferences from data to their context, however, context includes the purpose of the document as well as institutional, social and cultural aspects' which influence the validity and reliability of the research study.

This definition helps in keeping in mind the intentions of the four institutions, The Daily News, Mercury, Natal Witness and Post in their construction of the R&R 'story'. Furthermore, Gottschalk (1945: 35) suggested a checklist of firstly, 'was the ultimate source of the detail (the primary witness) able to tell the truth?', secondly, 'was the primary witness willing to tell the truth?', thirdly, 'is the primary witness accurately reported with regard to the detail under examination?', and fourthly, 'is there external corroboration of the detail under examination?'.

1.1.3 Advantages of Content Analysis

The advantage of this approach was that since I was a subject in the rationalisation and redeployment process, this type of detached analysis served me well because it helped me keep my emotions in control and work objectively. Furthermore, according to Webb et al., (1966: 243), the advantage of this type of analysis is that it is an 'unobtrusive measure' which means that 'the nature of the document is not affected by the fact that

you are using it for enquiry', furthermore, you can observe, without being observed. Moreover, it is 'nonreactive', in permanent form and therefore may be subjected to reliability checks and replication studies'. Moreover, it might provide 'low cost form of longitudinal analysis when a run or series of documents of a particular type is available. The media did provide a 'series' of R&R documents, which makes this strategy appropriate and effective.

1.1.4 Disadvantages of Content Analysis

According to Webb et al., (1966: 243), the disadvantages of document analysis are that it may be limited or partial. Furthermore, it might be bias. To partially obviate the problem of limitation and bias, I examined in parallel the policy intentions, procedures and timeframes of implementation in the HRM 51/98 alongside the newspaper reports on the R&R phenomenon. When I found that there was a point of disjuncture between what was in the meant to happen in the HRM 51/98 and what was happening in reality, I realised that the implementation process was not going according to plan. I also understand that the role of policy need not serve to be 'implementable', and that it might serve a symbolic function.

Section Two

2.1 The Research Design

The media products, the Daily News, Mercury, Natal Witness provided a 'series' of twenty six rationalisation and redeployment documents over the period of study, November 1998 to March 1999. This period was chosen because the first document produced on rationalisation and redeployment in KZN according to the Microfish from Independent Newspapers was in November 1998. The cut-off date of 31 March 1999 was chosen because that was the day that the rationalisation and redeployment implementation was to be completed according to the Final management plan which was attached to the HRM 51/98, the original R&R document in KZN.

2.1.1 Sampling

It was necessary to select four local newspapers, The Daily News, Mercury, Natal

Witness and the Post because they best represented the readership, which included the teachers and various groups who were interested in the R&R phenomenon. According to the AMPS 2000 KwaZulu-Natal readership by race statistics. The following table indicates the KwaZulu-Natal readership by race statistics:

Figure 3.1

KWAZULU - NATAL READERSHIP BY RACE

PUBLICATION	WHITE READERSHIP		INDIAN /COLOURED READERSHIP		BLACK READERSHIP	
	TOTAL RDRSHIP	% WHITE READERS	TOTAL RDRSHIP	% INDIAN READERS	TOTAL RDRSHIP	% BLACK READERS
DAILY NEWS	94 000	26	185 000	50	87 000	24
THE MERCURY	104 000	42	84000	34	61 000	24
NATAL WITNESS	59 000	41	42 000	30	40 000	29
POST	5000	1	292 000	96	9000	3

Figure 3.1 indicates that The Daily News was read by 26% White, 50% Indian and Coloured, and 24% African readers respectively. The Mercury was read by 42% White, 34% Indian and Coloured, and 24% African readers respectively. The Natal Witness was read by 41% White, 30% Indian and Coloured, and 29% African readers respectively. The Post was read by 1% White, 96% Indian and Coloured, and 3% African readers respectively.

2.1.2 Methodological Triangulation

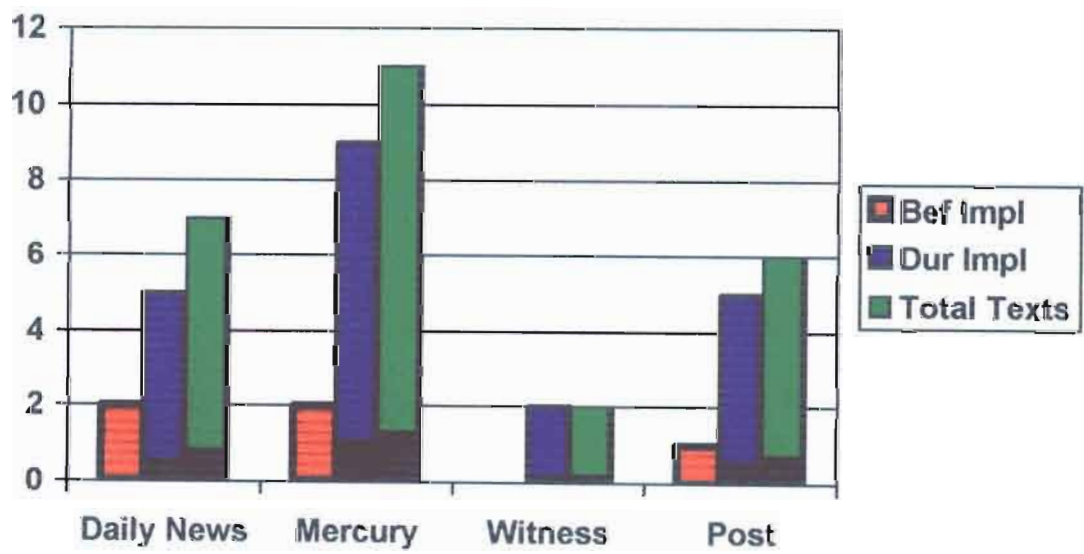
The Daily News, Mercury, Natal Witness and The Post provided four different perspectives to this study and thus facilitated triangulation against the HRM 51/98 original R&R document in KZN.

2.1.3 Data Collection

It was imperative to employ both qualitative and quantitative methods in this study. Research evidence suggests that these two approaches do complement each other. Bryman (1990: 754) supports an eclectic fusion of both approaches in his statement that ‘the rather partisan either/ or tenor of debate about quantitative and qualitative research may appear somewhat bizarre to an outsider, for whom the obvious way forward is likely to be a fusion of the two approaches so that their respective strengths might be reaped.’

Contrary to the Glasgow Media Report on media statistics, a summation of Positivists, Comte and Durkheim’s perspective on statistical data was that it was ‘possible to classify the social world in an objective way. Using these classifications, it was then possible to count sets of observable social fact and so produce statistics’. The following graph represents the total number of texts representing the R&R phenomenon for the period November 1988 to March 1999.

Figure 3.2: Graphic representation of representative texts



This graphical representation illustrates that the R&R phenomenon was represented by the Daily News, Mercury, Natal Witness and Post for the period before implementation November 1998 to January 1999, and the period during implementation January 1999 to March 1999. For the period before implementation the Daily News and the Mercury wrote two texts each while the Post wrote one text. It must be noted that the Natal Witness did not represent the R&R phenomenon for the period before implementation. For the period during implementation the Daily News represented five texts, the Mercury represented nine texts; the Natal Witness represented two texts, while the Post represented six texts. These four media products covered a total number of twenty-six texts. These texts were subject to various levels of analysis.

Section Three

3.1 The Research Instruments

This study used the methods of analysis as recommended for document or content analysis. The sample was categorised to a timeframe of three months, the period before Implementation, (November 1998- January 1999) to the period during implementation, (January 1999 – March 1999) This time frame runs parallel to the Final management plan (implementation document) that was attached to the HRM 51/98 official R&R document. The Final Management Plan was categorised according to the time frames, the action to be implemented and the responsibilities of various role players at micro, meso and macro levels. The Final Management Plan was further categorised into policy focus and policy issues.

3.1.1 Categorisation

Each newspaper was categorised individually and then a cross section, according to the number of R&R 'stories' for the stipulated time frame. Furthermore, the texts were coded, irrespective of the whether it was positive, negative, favourable or unfavourable, so that objectivity could be realised. The coding of issues were selected on the basis of 'high inference' items where the following categories, as suggested by Holsti (1969), and

cited by Robson, (1998: 241) were taken into consideration: the subject matter indicating what the issue entails; the values indicating ideologies; the goals, revealing intentions; the actors, indicating who is represented as carrying out the actions referred to; location, indicating where the action is taking place, and conflict, the sources and levels of conflict. Finally, endings, indicating who and how the conflicts were resolved.

3.1.2 Levels of Analysis

On a practical level, twenty-six texts were subject to an annotative level of analysis, where a summary of the most salient issues relating to the R&R phenomenon was documented. Secondly, it was subject to a categorisation of time frames, which was the period before implementation of the R&R phenomenon, (November 1998-January 1999) to the period during implementation of the R&R phenomenon, which was, (January 1999 – March 1999). Thirdly, the data was subject to a categorisation of issues according to the time frames. The following table is a synthesis of the issues that were represented by the Daily News, Mercury, Natal Witness and Post for the time frames, the period before implementation, (November 1998- January 1999) to the period during implementation, (January 1999- March 1999).

Section Four

4.1 Table of Synthesis of R&R issues:

SYNTHESIS OF R&R ISSUES RAISED BY THE MEDIA				
TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
PERIOD BEFORE IMPLEMENTATION OF THE RATIONALISATION AND REDEPLOYMENT (R&R) POLICY (NOVEMBER 1998 - MARCH 1999)				
1998 November 18 November	<ul style="list-style-type: none">*R&R*Equity*2 Year Negotiations*Compromise*Implementation*Stability*Retraction	<ul style="list-style-type: none">*Teacher Deployment*Provincial Control*Teacher Unions*Procedure*R&R*Advertising/Filling Posts*Duties*Responsibilities*Workload*Percentage Teaching Time*Implementation*Stability*Compromises*Educator/Learner Ratio 1:38*Budget*2500 Temporary Teachers face axe after R&R process is complete.*Temporary Teachers contracts terminated and renewed several times.		
1999 January 15 January	<ul style="list-style-type: none">*Teaching jobs to go.*Uncertainty*Transformation*Chaos*Defiance			
PERIOD DURING IMPLEMENTATION OF THE RATIONALISATION AND REDEPLOYMENT (R&R) POLICY (JANUARY 1999 - MARCH 1999)				
1999 January 19 January	<ul style="list-style-type: none">*Refusal*Theory/Practice Dichotomy*Excess HODs*Excess Deputy Principals*Second Circular (explanatory)	<ul style="list-style-type: none">*Thousands of Excess Teachers identified from Former House of Delegates Schools in KZN.*Teachers shocked at R&R policy.*Tossing coin.		

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
20 January	<ul style="list-style-type: none"> *Permanent Teachers *Retrenchments *Loss of expertise. *Final Redeployment Figures. *Option of 3 schools *Refusal *Facing the axe *No severance pay *No budget *R&R Consequences *Implications *Plan forces educators *Being fired *Rural areas *Lack of security *Women Educators *Forced Resignations *Destruction of Public Schools *National Norm *Compression of classes *Further distinction of Private and Public Schools. *Unions signed to get reaction! 	<ul style="list-style-type: none"> *HRD explains: *LIFO *Service *Curricular Needs *Subjects taught *Ex-House of Delegates schools lose large numbers. *Department working within Distributive Model Ratio 1:38 		<ul style="list-style-type: none"> *Submission of names of Excess Teachers on 22 January 1999. *Indian Schools faced largest cuts. *Excess teachers given 3 options. *Declining Posts would mean resignation. *2500 Indian women teachers expected to be redeployed. *Excess educator speaks of trauma. *Family commitments/losing jobs. *Teachers crying. *Policy wreaks havoc on professional lives. *Process to continue until March. *Task Teams resolve problems.
27 January				<ul style="list-style-type: none"> *Excess Teachers angry over tailoring. *Excess Teachers send letters of dispute.

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
1999 February 2 February		<ul style="list-style-type: none"> *Leadership crisis hits schools. *Confrontation *Controversial R&R policy. *Outside candidates *Fear leads to no management. *Education Officials act as roving principals. *Interpretation *Criteria *Education spokesman could not be accessed for comment. 		<ul style="list-style-type: none"> *Misinterpretation of documents. *Inconsistencies in implementation. *Procedure incongruencies. <p>Fountain on 26/01/99.</p> <ul style="list-style-type: none"> *R&R would result in death of sport at Indian Schools. *Sattu concedes irregularities. *Regional Educational Department Officials unavailable for comment.
4 February		<ul style="list-style-type: none"> *Excess Teachers fear rural areas. *Move or Quit teachers selling homes. *Anxiety and uncertainty over transfers. *Resignations contemplated. *Excess teachers meeting at Kharwastan on 2/2/99. *500 Indian Excess Teachers confront Department of Education. *Moratorium called on transfers. *Severance Packages *Indian community unhappy with R&R. 		
9 February		<ul style="list-style-type: none"> *2000 Temporary Teachers axed. *Temporary Teachers to apply when R&R is complete in March. *Voluntary Redeployment on track. 		

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
10 February	<p>*R&R process chaotic.</p> <p>*New controversy.</p> <p>*Confusion</p> <p>*Sadtu blames Department for abdicating management process.</p> <p>*Sadtu unhappy with procedure.</p> <p>*Sadtu says process id necessary for equity.</p> <p>*Sadtu blames principals for misinterpretation.</p> <p>*HRD sought clarity on R&R process.</p> <p>*Teachers abandon Acting Posts.</p> <p>*Acting Posts to be filled in 18 months.</p> <p>*Circular 3 does not state that Teachers will be declared in excess, but LIFO must be applied.</p> <p>*Scheduled Vacancy List unavailable according to Final Management Plan.</p> <p>*Problems on ground.</p> <p>*Policy changes</p> <p>Disputes compound problems.</p> <p>*Non Compliance of R&R criteria.</p> <p>*State Paid Teachers</p> <p>*Pre-Primary Teachers ought not to move to other sectors.</p> <p>*APEK applauds objective of redressing imbalances.</p>	<p>*Circular sent explaining R&R process.</p> <p>*Closed Vacancy List delayed</p> <p>*Interpretation problems</p> <p>*HRD unable to provide statistics on no. of disputes.</p> <p>*Sadtu absent on R&R platform.</p> <p>*HRD concedes:</p> <p>*Inconsistencies</p> <p>*Interpretation</p> <p>*Implementation</p> <p>*Identification</p>	<p>*New Circular (explanatory)</p> <p>*Interpretation</p> <p>*Implementation</p> <p>*Transparency</p> <p>*Procedures</p> <p>*Determination:</p> <p>i) Vacant Post</p> <p>ii) Excess</p> <p>*Criteria:</p> <p>i) Qualification</p> <p>ii) Service</p> <p>iii) Experience</p> <p>*Voluntary Redeployment and Critical shortage provision.</p> <p>Failure of Sadtu to attend Press Conference on 9/2/99.</p> <p>*Moratorium.</p>	
26 February		<p>*Term R&R releases emotional fear.</p> <p>*Fragmenting family units</p> <p>*Declining Posts means resigning.</p> <p>*Principals abuse power.</p> <p>*Department Officials unable to interpret documents.</p>		

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
		<p>former House of Delegates.</p> <p>*Department miscalculates mathematical equation for Post Provisioning.</p> <p>*Introduction and immediate withdrawal of circulars creates confusion.</p> <p>*Unions attacked.</p> <p>*No Time frame on dispute resolutions.</p> <p>*R&R created suspicion and distrust.</p> <p>*Education walls crumble in KZN.</p>		
1999 March 3 March	<p>*Department fails to acknowledge importance of qualification.</p> <p>*Experience should not precede qualification.</p> <p>*Disregarding qualification will result in resignation.</p>			
9 March	<p>*Durban Schools fill vacant posts without Department's permission.</p> <p>*Some schools were telephoning neighbouring schools for Excess Teachers.</p> <p>*Conflict of R&R Plan.</p> <p>*Posts filled by schools will be null and void.</p> <p>*Vacancy List delayed to late March.</p> <p>*Department declares 8252 Vacant Posts and 5133 Excess Teachers.</p>			
10 March	<p>*Department of Education denies bungling R&R in KZN.</p> <p>*Department's unaudited figures reveal 8000 Vacant Posts and 5133 Excess Teachers.</p> <p>*Vacancies in rural schools.</p>			<p>*New Circular on R&R.</p> <p>*Excess List based on 1999 enrolment figures.</p> <p>*Excess list required on figures based for 1999 enrolment.</p> <p>*8252 Vacant Posts</p>

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
13 March	<p><i>*Excess Teachers from Chatsworth and Phoenix unlikely to accept rural posts.</i></p> <p><i>*Mainly Chatsworth and Phoenix Teachers affected</i></p> <p><i>*Roger Burrows (Chairman of Education portfolio in KZN) questions accuracy of new figures reflecting R&R position.</i></p> <p><i>*Roger Burrows predicts excess teachers declining rural postings, therefore estimates number of resignations to be larger.</i></p> <p><i>*Vacancy Lists to be available in early April.</i></p> <p><i>*Budget cited for termination of Temporary Teachers in 1998 and possibly re-hire 3000 teachers in 1999.</i></p>		<p><i>*Overfilled Classrooms</i></p> <p><i>*Ratio change to 1:42</i></p> <p><i>*New Ratio released at Provincial ELRC.</i></p> <p><i>*R&R Plan to be implemented in mid-June instead of 31 March according to Final Management Plan.</i></p> <p><i>*Sadtu proposes 30/4/99 as deadline.</i></p> <p><i>*Sadtu denounces change in ratio.</i></p> <p><i>*Department deviates from National Distributive Norm.</i></p> <p><i>*APEK concerned about new ratios.</i></p> <p><i>*Parent Association accuses Department of 'fiddling' with National Norm.</i></p> <p><i>*HRD denies deliberate attempt to cut down vacancies.</i></p> <p><i>*Department experiences technical problems processing ratio data.</i></p>	<p><i>*5133 Excess Teachers</i></p> <p><i>*R&R process to be completed in April 1999.</i></p>

TIME FRAME	DAILY NEWS	THE MERCURY	NATAL WITNESS	THE POST
16 March		<p>*8000 Vacant Posts</p> <p>*5133 Excess Teachers</p> <p>*Will Excess Teachers resist forced moves?</p> <p>*Where are those vacant posts?</p> <p>*How did those schools survive without teachers?</p> <p>*Consequence of slashed budget?</p> <p>*Roger Burrows critical of R&R process.</p> <p>*R&R agreement neglects individual teacher.</p> <p>*Little recourse for excess teachers.</p> <p>*Schools offered in insecure areas.</p> <p>*No accommodation.</p> <p>*70% of Teaching force are married women.</p>		
17 March				<p>*New Post Provision Formula.</p> <p>*New clarification document delayed.</p> <p>*Education spokesman unavailable for comment.</p>
24 March				<p>*Chatsworth Excess Teacher seeks answer on R&R.</p> <p>*Teacher deployed 600 km away in 1980's.</p> <p>*Labour practice questioned.</p> <p>*Policy formulation questioned.</p> <p>*No reaction from Department.</p>

The issues represented in the table were further categorised into constructs for each newspaper. These constructs for each newspaper was fed into the computer database according to the timeframes. Finally the constructs emerging from the synthesis table was subject to processing through the Microsoft Works Spreadsheet (Version 4) for statistical analysis and graphic representations.

Based on the high level frequency of certain issues emerging in the synthesis table, ten texts were chosen for analysis. These ten texts were analysed according to the theoretical framework within which the media operates, namely, the Structural Functionalism Consensus paradigm and the Political-Economic Conflict paradigm as explicated by Hiebert et al., (1991: 36-37), (refer to conceptual framework chapter). Furthermore, the texts were analysed using the 'Us & Them' Model explained by Brunsdon and Morley, (refer to theoretical framework). This model was useful because it alerted me to stratification in society and power structures that might emerge when analysing texts. Moreover, Halliday's theory of transitivity, (refer to theoretical framework) was useful to recognise latent power structure that the media might use to mystify active agents or determiners of action, (refer to theoretical framework).

Section Five

5.1 Limitations

The process of categorizing and coding is extremely time consuming. Furthermore, the media representations could not provide visual and auditory stimuli about silences, nuances, hidden agendas, body language, facial expression, and vocal modulation as primary sources would have provided. However, issues of hidden agendas were partially uncovered by my sensitivity to the role of interactive and non-interactive language that the media exploits in its attempts to court discourse or stifle discourse. Another limitation might be the fact that this study focuses only on KwaZulu-Natal, hence, the national picture cannot be compared. Finally, despite attempts at being objective, there is a possible influence of my subjective experience.

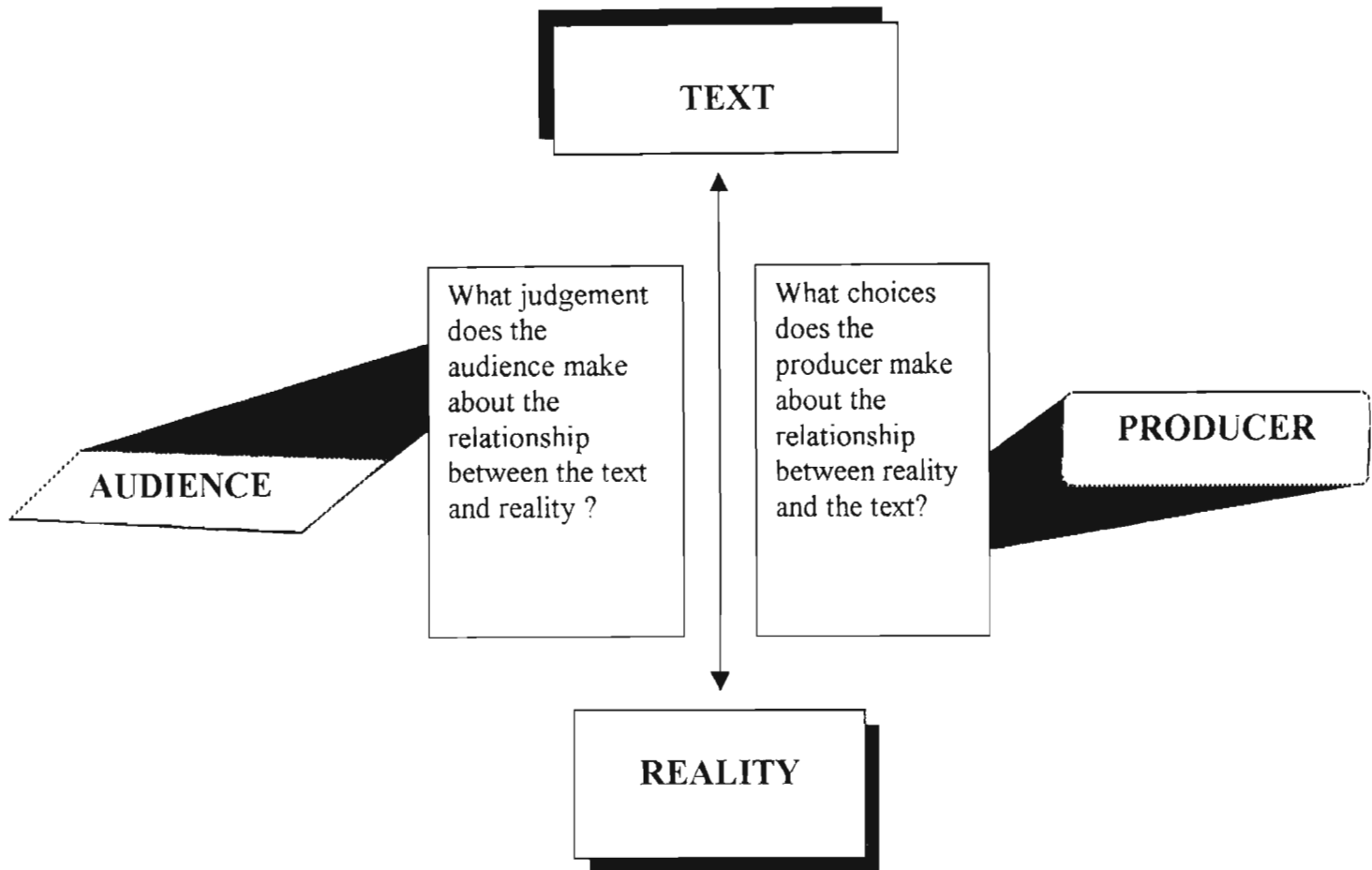
5.1.1 Conclusion

The purpose of this study was to gain an in-depth insight into the paradigmatic media perspectives and representations of the four local media products, and I do believe that this objective was partially achieved after embarking on this methodological process.

This rigorous process of sorting out the categories and coding makes this study worthy of replication for future research. As Berelson (1952) points out, and Robson (1988: 242) cites, that ‘since the categories contain the substance of the investigation, a content analysis can be no better than its system of categories’. Furthermore, I must re-iterate that this was perhaps the most effective research strategy for this study involving document analysis.

CHAPTER FOUR

DATA ANALYSIS OF MEDIA TEXTS:



Media texts relate to reality in different ways. Teachers, theorists and critics agree that media texts do not replicate or mirror reality.

Newsom Report: 1963

Introduction/ Rationale

1. Introduction

In Chapter Three I discussed the methodology of data collection. In this Chapter I intend deconstructing ten representative texts for the period November 1998 – March 1999, that the media reporters have constructed on the R&R story. In Section One, I use Halliday's Theory of Transitivity, (refer to theoretical framework) as quoted by Fowler, (1994: 71), to analyse the media text linguistically. In Section Two I use the 'Us & Them' model to do a representational analysis wherein the 'Us' represents the powerful and the 'Them' represents the powerless. Inherent in this analysis is the theoretical framework of the media not replicating reality as indicated in the Newsom Report (1963). I now present the ten texts that were chosen for analysis.

Section One:

1.1 Linguistic Analysis

This section will be analysed according to semantics or meaning of the words, syntax or sentence construction and semiotics referring to the underlying signals and hidden agendas. Halliday's theory of transitivity would be used as a tool to deconstruct the ten texts.

MHLANGA E.

THE DAILY NEWS: TEXT ONE

PRESS RELEASE FROM THE DEPT. OF EDUCATION ON THE RATIONALISATION AND REDEPLOYMENT
POLICY WHICH WAS SIGNED BY THE NATIONAL MINISTRY OF EDUCATION AND TEACHER UNIONS
ON THE 17 NOVEMBER 1998 AT CAPE TOWN

TEXT ONE D.N. 18/11/98 Mhlanga E.
Headline: MAJOR EDUCATION DEAL SIGNED

DAILY NEWS

18 NOV 1998

Major education deal signed

ELIJAH MHLANGA
DAILY NEWS REPORTER

MONTHS of uncertainty in the teaching profession have come to an end after teacher unions accepted far reaching changes in the education system.

The National Professional Teachers' Organisation of South Africa (Naptosa) and the country's largest union, the South African Democratic Teachers' Union (Sadtu), have welcomed the agreements signed with the national education department setting out controversial issues of rationalisation, teacher redeployment and equity.

The agreements are a culmination of protracted negotiations which took place for almost two years.

"These agreements are far from perfect and only became a reality because all the parties involved in the negotiating process were willing to compromise in order to reach consensus so as to effect equity and to ensure a smooth start to the next school year," said Naptosa spokesman Andrew Pyper.

Mr Pyper said the mere signing of the agreements would not eliminate the challenges and problems facing the department. He said his union welcomed the agreements as a major step forward.

Sadtu general secretary Thulas Nxesi said the union would closely monitor the department to ensure that the resolutions were implemented.

KwaZulu-Natal education authorities were also happy the agreements had been reached.

Provincial Education Department spokesman, Mandla Msibi, said the agreements would bring stability to schools next year as several issues pertaining to the profession had been resolved.

DAILY NEWS

18 NOV 1998

MHLANGA E. THE DAILY NEWS : TEXT ONE	
TEXT ONE D.N. 18/11/98 <u>Headline: MAJOR EDUCATION DEAL SIGNED</u>	
ENCODED	DECODED
1 Months of uncertainty in the teaching	'uncertainty' (line 1) is a negative emotional construct.
profession have come to an end after teacher	come to an end' (line 2) is suggestive of relief.
unions accepted far reaching changes in the	'unions accepted' implies the power the unions wield
education system.	in decision making in the education system.
5 The National Professional Teachers' Organisation	Naptosa (line 5) is presented as a key signatory,
of South Africa (Naptosa) and the country's	to the agreements. Sadtu, in being presented as the
largest union, The South African Democratic	'country's largest union' (line 6-7) is indicative of democracy and power.
Teachers' Union (Sadtu), have welcomed the	Furthermore, the syntactical position of the two unions as
agreements signed with the national education	determiners in the structure of the sentence is indicative of the
10 department setting out the controversial issues	unions wielding power over the education department.
of rationalisation, teacher redeployment and	The presentation of the sign 'national' (line 9) in small letters
equity.	suggests the 'determined' or subordinate position of the powerful
The agreements are a culmination of protracted	National Ministry of Education.
negotiations which took place for almost two	The media operates within a 'conflict theory paradigm'
15 years.	and hence sets the scene of conflict by the semantic use of
<i>These agreements are far from perfect and</i>	the sign 'controversial' (line 10) The unexplained jargon
<i>only became a reality because all the parties</i>	of 'rationalisation' and 'redemption' (line 11) is
<i>involved in the negotiating process were</i>	conspicuous. The use of the passive structure in lines
<i>willing to compromise in order to reach</i>	(13-15) is a media construction tool to avoid the 'why'
20 <i>consensus so as to effect equity and to ensure</i>	question. The absence of the participants in (lines 13-15)
<i>a smooth start to the next school year, said</i>	is glaring. The agreements (line 16) is a further example
Naptosa spokesman Andrew Pyper.	of passive structure where all the participants are
Mr. Pyper said the mere signing of the agreements	under-represented. ...'far from perfect' (line 16) prepares the psyche
would not eliminate the challenges and problems	to expect challenges.
25 facing the department. He said his union	The syntactic positioning of the pronoun 'his' (line 25)
welcomed the agreements as a major step forward.	is indicative of ownership and control. This is in contrast
Sadtu general secretary Thulas Nxesi said the	to the perceived semantic of the word 'union' which is representative
union would closely monitor the department to	of negotiation, equity, representativity and democracy.

MHLANGA E. THE DAILY NEWS : TEXT ONE	
TEXT ONE D.N. 18/11/98 <u>Headline: MAJOR EDUCATION DEAL SIGNED</u>	
ENCODED	DECODED
30 KwaZulu-Natal education authorities were also	the department (line) is a deliberate attempt to shift perceptions
happy the agreements had been reached.	as to who 'monitors' (line 28) the 'implementation'
Provincial Education Department spokesman	(line 29) of 'resolutions' (line 29). The representational positioning of
Mandla Msibi, said the agreements would bring	the KwaZulu- Natal education authorities (line 30) at the bottom of
stability to schools next year as several issues	the text creates a 'false consciousness' of the department being powerless
35 pertaining to the profession had been resolved.	in the implementation of resolutions that were monitored by the
	unions. The promise of the construct ' 'stability' (line 34) is an attempt
	to court the co-operation of the various stakeholders in education.

19 JAN 1999

Plan will turn KZN into banana republic

MUCH is being reported about the proposed redeployment of teachers. However, not much, if any, is being reported about the consequences and implications of the controversial management plan HRM 51 of 1998.

Yes, the plan forces educators deemed excess, according to some sinister formula, to now teach in the remote rural areas or be fired. Security, or rather the lack of it, would deter most "excess" teachers, many of whom are women,

resulting in large numbers resigning. HRM 51 would eventually be the cause of KZN becoming a true banana republic.

Earlier this year, pupils, teachers, parents, unions and some politicians united in displaying their rage when the services of the temporary educators were terminated. There was great opposition to the compression of classes.

Now, when the new management plan is implemented, it would certainly destroy our already overstressed public school system.

The education department and teacher unions have been boasting about teacher-pupil ratios of 1:38. One would never find such a ratio in our public schools in 1999.

For example, according to HRM of 1998, a primary school of 800 pupils would be entitled to 20 educators, inclusive of a principal, a deputy and two heads of department.

If there are 20 classes of 40 pupils per class, the members of management would be required to both be form teachers and teach

full loads as ordinary teachers. Members of management do not teach full loads.

For schools to cope with the differences in teaching hours of management and level ones, and deliver a full curriculum to all the pupils, the classes must be compressed. For example three classes of 40 Standard 2 pupils may have to be compressed to two classes of 60.

This would further distinguish the private and Model C schools from the public schools, and the

rich from the poor.

The teacher unions have signed this agreement so it would be interesting to see the reaction of the community, especially those that joined Sadu to fight for the re-instatement of the temporary teachers to keep the teacher-pupil ratio educationally manageable.

Now that parents have to fork out ever-increasing school fees, would they allow their children to be in a 50-odd class?

COMMUNITY FOULED BY
KZNED & UNIONS

ANONYMOUS THE DAILY NEWS : TEXT TWO	
TEXT TWO D.N. 19/01/99 Headline: Plan will turn KZN into banana republic	
ENCODED	DECODED
1 Much is being reported about the proposed redeployment of teachers. However, not much, if any, is being reported about the consequences and implications of the controversial management	'Much', 'reported' and 'proposed' is indicative of how the media was exploited to make the public aware of the intentions of policy. 'consequences' (line 3) within context indicates the period before implementation of policy. The participants
5 plan HRM 551 of 1998. Yes, the plan forces educators deemed excess, according to some sinister formula, to now teach in the remote rural areas or be fired. Security, or rather lack of it, would deter	engaging in the 'controversial'(line 4) is mystified. 'forces'(line 6) resonates with threats to comply and execute a formula (line 7). 'remote, rural areas' (line 8) signifies a political conflict 'in the rhetoric of violence' Brunsdon & Morley Model. 'Security' (line 9) is a basic human need
10 most "excess" teachers, many of whom are women, resulting in large numbers resigning. HRM 51 would eventually be the cause of KZN becoming a true banana republic. Earlier this year, pupils, teachers, parents,	(Maslow). "Excess' (line 10) is indicative of 'waste product' in Human resource theory. (Coombs) women" (line 11) conjures up the gender debate. "resigning" is mystified. HRM 51" (line 12) is also mystified. The syntactical positioning of "pupils, teachers and parents"
15 unions and some politicians united in displaying their rage when the services of the temporary educators were terminated. There was great opposition to the compression of classes. Now, when the new management plan is	(line 14), presents a powerful team at grassroots. The second powerful team "unions and politicians" (line 15) is presented on the same side as the grassroots team. 'Temporary educators' (lines 16-17) issue at this point in time complicates the redeployment issue.
20 implemented, it would certainly destroy our already over-stressed public school system. The education department and teacher unions have been boasting about teacher-pupil ratios of 1 : 38.	Absence of the participants of "opposition" (line 18) is conspicuous. "Is implemented" (lines 19-20) indicates the period before implementation. There appears to be a polarisation of perception with regard to the "teacher-pupil ratio of 1:38" (lines 23-24)
25 One would never find such a ratio in our public schools in 1999. For example, according to HRM of 1998, a primary school of 800 pupils would be entitled to 20 educators, inclusive of a principal, a deputy	The semantics of "never" (line 25) is indicative of certainty. The repetition of "public schools" (lines 21, 25-26) draws attention to a clear distinction between 'public' and 'private' schools. The author of this article appears to have a thorough
30 and two heads of department. If there 20 classes of 40 pupils per class, the members of management would be required to both	knowledge of management dynamics within a public school. It appears as if the ratio of 1:40 (suggested in the author's example) will impact on the load of management.

ANONYMOUS THE DAILY NEWS : TEXT TWO	
TEXT TWO D.N. 19/01/99 Headline: Plan will turn KZN into banana republic	
ENCODED	DECODED
be form teachers and teach full loads as ordinary teachers.	"Ordinary" (line 33) is indicative of class stratification within the school structures.
35 Members of management do not teach full loads.	The emphatic tone that permeates line 35 is a further indication of prevailing power structures within schools.
For schools to cope with the differences in teaching hours of management and level ones, and deliver a full curriculum to all the pupils, the classes must be compressed. For example,	Management and level ones" (line 37) is proof of the prevailing hierarchical power structures existing within schools.
40 three classes of 40 Standard 2 pupils may have to be compressed to two classes of 60.	The concept of "compression" (lines 18, 39 and 41) is emphasised thrice. Nevertheless, the repercussions of compression is unmentioned.
This would further distinguish the private and Model C schools from the public schools, and the rich from the poor.	The writer is convinced that the implementation of the HRM 51 would "further distinguish" (line 43) what emerges as three types of schools, viz, private model C and public schools.
45 The teacher unions have signed this agreement so it would be interesting to see the reaction of the community, especially those that joined Sadtu to fight for the re-instatement of the temporary teachers to keep the teacher-pupil	Lines 45-50) is merely speculation.
50 ratio educationally manageable.	
Now that parents have to fork out ever-increasing school fees, would they allow their children to be in a 50-odd class?	The writer's ratios fluctuates from 1:40 (line 31), to 1: 60 (line 41) to 1: 50 (line 53).
55 COMMUNITY FOULED BY KZNED & UNIONS	

Teacher redeployment beset by problems

Sadtu lambasts chaotic process

The education department has abdicated its responsibility, say teachers. Education Reporter
KRISSETTY BISSETTY
writes

A NEW controversy has thrown the province's teacher rationalisation and redeployment process into further disarray.

The South African Democratic Teachers' Union (Sadtu), a major roleplayer in the process, yesterday branded it "chaotic" and surrounded in confusion, refusing to share the platform with education authorities and other important players.

Sadtu, while committed to the transformation process, charged the education department had "completely abdicated responsibility for managing the process", said Ndaba Gewabaza, the secretary-general.

Mr Gewabaza said although the union was fully behind the process and the team set up to manage it, its members were not happy with procedures being followed at schools. The number of subjects being

phased out was alarming.

Education authorities admitted at a press conference yesterday that the process was difficult and problematic, but said it was necessary to provide equity in schools.

Most of the problems lay with the misinterpretation by school principals of the relevant documents, journalists were told.

Hardship

Other team members said the impending movement of teachers from advantaged schools to those where their services were more needed had not been without hardship to them.

"The task is not a pleasant one. There will be unhappiness. There may be disruptions to families of the teachers," said the head of the provincial redeployment task team, Mrs Dhaya Pillay.

The provincial education department's director of human resources, Maduray Moodley, sought to clarify the "misconceptions" around the process. He was made aware of some teachers' fears by the media, including the Daily News.

Mr Maduray made particular reference to the abandoning of acting head of department posts by teachers who feared they would be declared excess, and made to leave their school, once the posts were permanently filled by an outsider. The fears were sparked by the recently released HRM Circular 3, which resulted in scores of teachers handing in their resignations and returning to their core teaching duties.

The fears were not warranted because the acting head of department posts would only be filled in about 18 months, during which time there could possibly be no need to declare anyone in excess at the school because of natural attrition, he said.

Moreover, the circular did not state that those teachers would be declared in excess but that the required criteria, including the last-in-first-out principle, must be applied, he said.

According to the department's management plan, a vacancy list for excess teachers was to have been available by Friday but this was no longer possible because of "problems on the ground" and certain policy

changes. This was compounded by the lodging of disputes by disgruntled teachers who had been declared in excess.

Some of the other issues "bugging" the department included concerns that school authorities were "punishing" those teachers they considered excess by declaring them in excess; an apparent failure by some principals to appraise teachers of the situation; and the apparent non-compliance with redeployment criteria.

Stay put

Mr Maduray said state-paid pre-primary teachers "should stay where they are" and not make themselves available to be moved to other schools as that sector would only be rationalised next year.

President of the Association of Professional Teachers of KwaZulu-Natal, Bronwyn Fisher, said teacher organisations had committed themselves to the rationalisation and redeployment process, which was traumatic but the objective to address imbalances of the past was encouraging.



ENCODED	DECODED
1 A new controversy has thrown the provinces teacher rationalisation and redeployment process into further disarray.	The media uses the passive structure (line 1) to avoid the "who" question. The semantic of controversy: (line 1) sets the scenario for conflict.
The South African Democratic Teachers' Union (Sadtu), a major role player in the process, yesterday branded it "chaotic" and surrounded in confusion, refusing to share the platform with education authorities and other important players.	The determinant (Sadtu) (line 4) emerges the dominant roleplayer in the redeployment process. A conflict of interests between Sadtu and other stakeholders emerges as Sadtu brands the process chaotic"(line 6). "Refusing...players" (lines 7-9), is a manifestation of immature and unprofessional behaviour. "Committed" (line 10) is contradictory to the uncommitted behaviour displayed in (lines 7-9). Sadtu blames the DoE (lines 11-13) for "abdicating responsibility...process" (lines 12-13).
10 Sadtu, while committed to the transformation process, charged the education department had "completely abdicated responsibility for managing the process", said Ndaba Gcwabaza, the secretary-general.	
15 Mr Gcwabaza said although the union was fully behind the process and the team set up to manage it, its members were not happy with procedures being followed at schools. The number of subjects being phased out was	The accessed voice of Mr. Gcwabaza (line 15) appears to make the 'preferred meaning' of the text emerge 'naturally'. (Brunsdon & Morley). Sadtu emerges as 'doctor' in the process and Sadtu members (line 17) as "not happy"
20 alarming.	(line 17), affected patients.
Education authorities admitted at a press conference yesterday that the process was difficult and problematic, but said it was necessary to provide equity in schools.	Blame is cast this time on "procedures"(line 18) at schools. This conjures up an image of conflict between Sadtu and the Department, Sadtu and school management and Sadtu and members.
25 Most of the problems lay with the misinterpretation by school principals of the relevant documents, journalists were told.	All this conflict by the above mentioned role-players has been experienced "was necessary to provide equity in schools. (lines 23-24).
	Journalists (line 27) set the scene for further conflict between school principals (line 26), those affected and education authorities because of "misinterpretation" (line 26).
30	

<p>BISSETTY K. THE DAILY NEWS : TEXT THREE</p> <p>TEXT THREE D.N. 10/02/99Headline: Sadtu lambasts chaotic process</p>	
ENCODED	DECODED
Hardship	
35	
Other team members said the impending movement of teachers from advantaged schools to those where their services were more needed had not been without hardship to them.	The absence of the names of "other team members" (line 36) is conspicuous. "Impending" (line 36) is indicative of the period before implementation. What constitutes "advantaged" schools (line 37) needs explanation. "Unhappiness" (line 41) is guaranteed by the semantic use of "will"(line 40).
40 <i>The task is not a pleasant one. There will be unhappiness. There may be disruptions to families of the teachers</i> ", said the head of the provincial redeployment task team, Mrs Dhaya Pillay.	Disruptions... families..." (lines 41-42) emerge as 'natural' phenomena. The accessed voice, Mrs. Dhaya Pillay (line 43-44), intended message and intended audience is crucial in hermeneutics.
45 The provincial education department's director of human resources, Maduray Moodley,, sought to clarify the "misconceptions" around the process. He was made aware of some teachers' fears by the media, including the Daily News.	The representational use of the most most powerful voice, Mr. Maduray Moodley at the lower end of the text is a deliberate attempt to invert the power structures to the reader to create a false consciousness.
50 Mr Maduray made particular reference to the abandoning of acting head of department posts by teachers who feared would be declared excess, and made to leave their school, once the posts were permanently filled by an outsider.	Mr. Maduray emerges as the ombudsman in a conflict of interest between acting heads of department and the author of HRM Circular 3. HRM Circular 3 appears to be fraught with
55 The fears were sparked by the recently released HRM Circular 3, which resulted in scores of teachers handing in their resignations and returning to their core teaching duties.	misconceptions (line 47). Between (lines 49-59), the concept of fear is represented four times. Fear is a debilitating negative emotional construct.
The fears were not warranted because the acting head of department posts would only be filled in about 18 months, during which time there could possibly be no need to declare anyone in excess at the school because of natural attrition, he said.	Schools are represented as an environment where confusion, fear and chaos (all three concepts, not conducive to a learning environment), reigns. It seems as if the criteria of 18 months (line 61) has been omitted in circular 3 which the

[illegible]

BISSETTY K. THE DAILY NEWS : TEXT THREE	
TEXT THREE D.N. 10/02/95 Headline: Sadtu lambasts chaotic process	
ENCODED	DECODED
President of the Association of Professional	evaluation. This sets the scene for further
Teachers of KwaZulu-Natal, Bronwyn Fisher,	conflict within the affected schools.
said teacher organisations had committed	The determinant, Mr. Maduray, suggests that
themselves to the rationalisation and redeployment	"pre-primary teachers" (line 86) are making
95 process, which was traumatic but the objective	themselves available" (line 88) to be redeployed
to address imbalances of the past was	to "other schools" (line 89). What emerges is
encouraging.	by the statement, "that sector..rationalised
	next year", is that rationalisation is not being
	implemented in all sectors simultaneously.
	Furthermore, why do different sectors still
	exist in a post democracy?.

MERCURY

18 NOV 1998

PROVINCES HAVE TOTAL CONTROL

Deal signed on teacher deployment

KATHY MOLONEY
EDUCATION REPORTER

FAR-REACHING agreements which will affect where and how teachers are employed in the country were signed yesterday by the government and teachers' unions.

The agreement gives provincial departments the go-ahead to redeploy teachers from schools considered privileged to rural and disadvantaged areas where there are shortages of teachers.

Tighter controls over the duties, responsibilities and workloads of educators have also been agreed upon.

The four agreements include procedures for rationalisation and redeployment, procedures for the advertising and filling of posts, duties and responsibilities of teachers and workloads of teachers.

The workload agreement states that teachers will now have to be at school for at least seven hours a day, and spend 92% of their time teaching.

The head of each provincial education department will now be able to determine the total number of teachers' posts that should be allocated for schools.

National Education Minister Sisusiso Bengu said that the signing of the agreements would have a significant impact on education.

"We are determined to ensure that these agreements are imple-

mented in time to meet the target of the beginning of the new school year," said Prof Bengu.

"It is envisaged that schools will receive information about next year's post establishment in the next few days."

In KZN, education authorities welcomed the agreement and said that the interim management plan could be released by Monday.

KZN education spokesman Mandla Msibi said: "We are happy that the unions have reached agreement with the education department and we hope this will bring stability to education."

Welcomed

Teachers' unions have cautiously welcomed the new agreements, saying a compromise had to be reached to ensure a smooth start to 1999.

The National Professional Teachers' Organisation (Naptosa) warned that it was concerned about the implementation and application of the agreement, which would require commitment from all parties involved.

Prof Bengu said he was aware that teachers' unions would like to see better class sizes in certain provinces such as KZN where teacher/pupil ratio of 35:1 had been proposed.

"Decisions have to be made on what we have at the moment," Prof Bengu said, referring to the budgets available for education.

MOLONEY K. THE NATAL MERCURY: TEXT FOUR TEXT FOUR M 18/11/98 Headline: Deal signed on teacher deployment	
ENCODED	DECODED
1 Far-reaching agreements which will affect where and how teachers are employed in the country were signed yesterday by the government and teachers' unions.	"Far reaching agreements" (line 1) is an intransitive (ref. Transitivity, Ch. 2) passive structure to defocus attention on the participants of the agreement.
5 The agreement gives provincial departments the go-ahead to redploy teachers from schools considered privileged to rural and disadvantaged areas where there are shortages of teachers.	Again, "The agreement", (line 5) is a passive transitive semiotic tool used by newspapers to draw attention away from the participants of the agreement.
10 Tighter controls over the duties, responsibilities and workloads of educators have also been agreed upon.	The agreement" (line 5) becomes the powerful 'agent' that determines 'action'. Refer(Ch.2)
The four agreements include procedures for rationalisation and redeployment, procedures for the advertising and filling of posts, duties and responsibilities of teachers and workloads of teachers.	"Tighter controls" (line 9) is a further example of the passive intransitive, syntactic tactic used by newspapers to defocus on the participants of "the agreement"(lines 1,5,10)
15 The workload agreement states that teachers will now have to be at school for at least seven hours a day, and spend 92% of their time teaching.	"The four agreements"(line 12) is the fourth example of a passive, intransitive, syntactic structure to draw attention away from who the participants(predicate) of the agreement were.
20 The head of each provincial education department will now be able to determine the total number of teachers' posts that should be allocated for schools.	"The workload agreement" (line 17) is a fifth example of the passive, intransitive, syntactic structure to draw attention away from the participants of the agreement. The use of small letters for 'head, provincial, education and department' (line 20) is disempowering.
National Education Minister Sibusiso Bengu said that the signing of the agreements would have a significant impact on education.	"...total number of teachers posts...schools" (lines 21-22) explains Post Provisioning Norms.
<i>We are determined to ensure that these agreements are implemented in time to meet the target of the beginning of the new school year,"</i> said Prof Bhengu.	The introduction of the most powerful 'agent' in the text, "National Education Minister Sibusiso Bengu", (line 23) after introducing "the agreements", (lines 1, 5, 10, 12 & 17) five times as the determiner, is an attempting at inverting the perceived power structures. "...agreements
30 <i>It is envisaged that schools will receive information about next year's post establishment in the next few days."</i>	
In KZN, education authorities welcomed the	

MOLONEY K. THE NATAL MERCURY: TEXT FOUR	
TEXT FOUR M 18/11/98 Headline: Deal signed on teacher deployment	
ENCODED	DECODED
agreement and said that the interim management	are implemented", (lines 26-27) makes the reader
35 plan could be released by Monday.	of this text focus on the theory-practice
KZN education spokesman Mandla Msibi said:	dichotomy. "...will...next few days" (line 30-32),
<i>We are happy that the unions have reached</i>	is indicative of certainty of "information...post
<i>agreement with the education department and we</i>	establishment" (line 31) reaching all schools,
<i>hope this will bring stability to education."</i>	including rural schools, yet it is merely an
40	assumption by the minister. The inclusion of
Welcomed	the KZN province (line 33) and the exclusion of
	other provinces welcoming "the agreement"
Teachers' unions have cautiously welcomed the new	(lines 33-34), makes the reader question how the
agreements, saying a compromise had to be	excluded provinces reacted to "the agreement".
45 reached to ensure a smooth start to 1999.	The determinant, "the unions" (line 37) creates
The National Professional Teachers' Organisation	the perception that "the unions" were the 'active
(Naptosa) warned that it was concerned about	agents' and the department was the 'affected'
the implementation and application of the	in this transaction.
agreement, which would require commitment	However, this attempt at inverting power
50 from all parties involved.	structures betrays itself in the contradictory
Prof Bhengu said he was aware that teachers'	semantics of the sign "cautiously" (line 43).
unions would like to see better class sizes in	After reference to "the unions" (lines 4, 37 & 43)
certain provinces, such as KZN where teacher-	thrice, the nomenclature, Naptosa, appears for the
pupil ratios of 38:1 had been proposed.	first time, which makes a critical reader of this text
55 <i>Decisions have to be made on what we have</i>	ask is Naptosa is presented as the real determinant
<i>at the moment,"</i> Prof Bhengu said,	of this transaction. There is an assumption by
referring to the budgets available for education.	the minister that pupil ratios in KZN is 38:1
	(line 54). The presentation of "budgets" (line 57)
	in the last line makes a critical reader ask if the
	issue of budget should not have appeared in
	the first line?

Redeployment bungling causes teacher tumult

^{m26/2}
THE word redeployment in any workplace releases emotional fears; not knowing what the future holds is daunting enough. The department of education in this province will soon release its list of "excess" teachers who will be posted to schools in mainly previously disadvantaged, areas including rural KwaZulu-Natal.

The rationalisation and redeployment plan has evoked fears and concerns, causing some educators to resign rather than be forcibly removed or transferred.

Should an educator decline a new posting, he or she would be deemed to have resigned.

Several factors, including legally challenges, could, however delay the process.

Also the methods used in identifying "victims" could be investigated, possibly by an education ombudsman.

The teaching fraternity was caught off guard the past week as chaos reigned in some schools following confusion over the education department's redeployment plan.

Rumours abounded that some principals were secretly working to ensure that "favourite" teachers and "buddies" were retained, while "problem educators" were identified as candidates.

What is surprising though is that some senior department officials do not know how to interpret the department circulars about how the process should be implemented. Schools were left without management structures when educators filling these posts in acting capacities resigned, fearing that they could be identified as "excess teachers" once the posts were occupied permanently by outside candidates.

It is mainly educators in former House of Delegates schools who are affected. The mainly Indian teacher have declined to be redeployed to schools in the townships and rural communities.

AJITH Bridgraj, a senior Durban teacher, said that dark clouds were currently hovering over many staff-rooms at schools throughout the province.

"Yes, make no mistake. The rationalisation and redeployment process is an essential means of ensuring that formerly understaffed schools would at last receive their full quota of personnel. These institutions would finally be able to boast smaller, more manageable class units which could serve as a major fillip for the culture of learning and teaching.

Educators, especially those with affiliations to progressive teacher bodies, have always vociferously campaigned for transformation and equity in education.

"It is therefore difficult to accept that any educator would begrudge any school or, indeed, any learner in the province, the opportunity of eventually obtaining its

"It is simply that the entire process has proven to be half-baked and fraught with confusion and uncertainty right from the outset, that widespread gloom pervades many staff-rooms.

"An initial starting point for the entire rationalisation process is the calculation of post provisioning at schools based on a mathematical equation".

There were several instances where departmental computations were incorrect. While some schools had successfully sought to correct the matter, others had suffered by not addressing the relevant authorities. Such schools could be needlessly sacrificing posts at their schools.

The on-off-on scenario with regard to the issue of voluntary redeployment has also fuelled confusion and uncertainty. While some excess educators may secure posts in suitable schools, others may be left out in the cold due to ambiguous and contradictory pronouncements from the department and unions.

"Indeed, clear and definitive guidelines are rare, as some circulars are introduced and then immediately withdrawn.

"There are fears amongst such educators that by not getting on to the redeployment pool forthwith, their chances of redeployment could be severely compromised. On the other hand, these educators would not be declared as excess if an incumbent succeeds in gaining promotion.

These issues - and there are others - show that fundamental policy decisions are being implemented when many grey areas still exist. Union representatives have been attacked for having appended their signatures to documents that they did not fully comprehend.

AFURTHER bone of contention is that no time-frames have been stipulated for dispute resolution. This implies that an educator against whom a dispute is lodged could have his/her chances of redeployment seriously prejudiced by not being timeously entered into the redeployment pool owing to protracted dispute resolutions.

Educators do harbour realistic fears. Relocation could imply fragmentation of the family unit or personal risk in the event of having to venture into areas with a high prevalence of crime and violence.

Mr Bridgraj said that what had unfolded resembled a major bun-fight among educators, causing suspicion and distrust among friends and colleagues.

The absence of a clear, unambiguous and rational vision to address the complexities of the redeployment process have ensured that educators remain mere bricks in the crumbling walls of education in KZN.

Can there really be a totally focused concentration on reading, writing and arithmetic when the three Rs, that currently dominate the attention of educators happen to be rationalisation, redeployment and the possibility of enforced resignation?



**VEVEN
BISSETTY**



BISSETTY V. THE MERCURY: TEXT FIVE	
TEXT FIVE: M 26/02/99	
Headline: Redeployment bungling causes teacher tumult	
ENCODED	DECODED
1 The word redeployment in any workplace releases emotional fears; not knowing what the future holds is daunting enough. The department of education in this province will soon release its list	A shift in representation of the R&R issue is significant. The focus shifts from "the agreement" on paper to "emotional fears" (line 2) in human beings. The focus shifts from the mystified
5 of "excess" teachers who will be posted to schools in mainly previously disadvantaged , areas including rural KwaZulu-Natal.	"agreement" to reality of problems emanating from implementation.
The rationalisation and redeployment plan has evoked fears and concerns, causing some educators	Coombs, human resource theorist, perceives the concept of "excess" as "waste product".
10 to resign rather than be forcibly removed or transferred.	However, Cognitive psychologists perceive such labelling as dehumanising.
Should an educator decline a new posting, he or she be would be deemed to have resigned.	The negative emotional construct of 'fear' (lines 2 & 9) is a debilitating state of mind. The issue of
Several factors, including legally challenges could,	'resignations' emerges as a significant consequence of implementation (line 10). The issue of
15 however, delay the process.	declination"(line 12), emerges as the cause of the 'effect' of resignation. A nuance of
Also the methods used in identifying "victims" could be investigated, possibly by an education ombudsman.	'resistance to authority' and 'social action' is represented in the semiotics "legal challenges" (line 14). There appears to be a shift of focus
The teaching fraternity was caught off guard the	in power, from "the agreement" to powers
20 past week as chaos reigned in some schools following confusion over the education department's redeployment plan.	external to "the agreement".
Rumours abounded that some principals were secretly working to ensure that "favourite"	The semiotic "victims" in line 16 resonates with a criminal activity.
25 teachers and "buddies" were retained, while problem educators" were identified as candidates.	The issues of "chaos" (line 20) and "confusion" (line 21) are factors that lead to disruption
What is surprising though is that some senior department officials do not know how to interpret	in learning environments. The words "favourite, buddies and "retained" (lines 24 &25) is suggestive
the departmabout how the process should be	of nepotism. "...senior officials...interpret" (lines 27,28,29) casts the department officials as
30 implemented. Schools were left without management structures when educators filling	incapable interpreters. This could create conflict between schools and the department officials.
these posts in acting capacities resigned, fearing	What emerges in (lines 30-35) is that some
that they could be identified as "excess teachers"	phenomena has caused "fear"(line 32) and there-

BISSETTY V. THE MERCURY: TEXT FIVE	
TEXT FIVE: M 26/02/99 Headline: Redeployment bungling causes teacher tumult	
ENCODED	DECODED
once the posts were occupied permanently by 35 outside candidates.	fore schools have been chaotic and disrupted because of weakening management structures.
Ajjith Bridgraj, a senior Durban teacher, said that dark clouds were currently hovering over many staff-rooms at schools throughout the province.	(lines 37-39) creates a scenario of gloom and doom prevalent in schools in KZN. The speaker concedes that the rationalisation and redeployment process
40 <i>"Yes, make no mistake. The rationalisation and redeployment process is an essential means of ensuring that formerly understaffed schools would at last receive their full quota of personnel. These institutions would finally be able to boast</i>	is "essential" (line 41) in redressing the inequities of the past. The speaker raises the issues of teacher- pupil ratios that would be "manageable" (line 45) and could only enhance the "culture of
45 <i>smaller, more manageable class units which could serve as a major fillip for the culture of learning and teaching.</i>	learning and teaching" (lines 46 & 47).
Educators, especially those with affiliations to progressive teacher bodies, have always 50 vociferously campaigned for transformation and equity in education.	The speaker seems to understand the importance of the objectives of rationalisation and redeployment which are transformation (line 50) and equity (line 51). The speaker attempts to remind educators that the noble causes of
<i>"It is therefore difficult to accept that any educator would begrudge any school or, indeed, any learner in the province, the opportunity of eventually</i>	equity and transformation that they "vociferously campaigned for" (line 50) is what they should focus on. The speaker emerges as
55 <i>obtaining its much deserved slice of the proverbial proverbial education cake.</i>	a progressive educator who realises the need to redress the imbalances of the past.
<i>"It is simply that the entire process has proven to be half-baked and fraught with confusion and uncertainty right from the outset, that widespread</i>	However, the speaker's tone changes from (lines 57-60) embellishing the policy objectives to focusing on the "process" (line 57) being
60 <i>gloom pervades many staff-rooms.</i>	fraught with "confusion" (line 58) and uncertainty (line 59).
<i>"An initial starting point for the entire rationalisation process is the calculation of post provisioning at schools based on a mathematical equation.</i>	The speaker draws the reader's attention to the fact that the "calculation...equation," (lines 62-64)
65 There were several instances where department computations were incorrect. While some schools	The speaker states with "prior knowledge" that computations...incorrect". (line 66). In lines

BISSETTY V. THE MERCURY: TEXT FIVE	
TEXT FIVE: M 26/02/99 Headline: Redeployment bungling causes teacher tumult	
ENCODED	DECODED
had successfully sought to correct the matter,	(66-70) he raises the issue of how various
others had suffered by not addressing the relevant	institutions interpreted and implemented the
authorities. Such schools could be needlessly	R&R process. He makes an assumption that
70 sacrificing posts at their schools.	some schools "sacrificed posts" (line 70)
The on-off-on scenario with regard to the issue of	"needlessly" (line 69).
voluntary redeployment has also fuelled confusion	The speaker raises the issue of voluntary
and uncertainty. While some excess educators may	redeployment of "some excess educators (line 73)
secure posts in suitable schools, others may be	securing posts "in suitable schools" (line 74).
75 left out in the cold due to ambiguous and	There emerges a tone of dissatisfaction with
contradictory pronouncements from the	regard to the policy implementation leading
department and unions.	to inequities. Furthermore, the speaker states
<i>"Indeed, clear and definitive guidelines are rare,</i>	that the unions and the department gave
<i>as some circulars are introduced and then</i>	implementers "contradictory pronouncements"
80 <i>immediately withdrawn.</i>	(line 76). Furthermore, the speaker states that
<i>"There are fears amongst such educators that by</i>	some circulars were introduced and then
<i>not getting on to the redeployment pool forthwith,</i>	immediately withdrawn". (lines 79,80).
<i>their chances of redeployment could severely</i>	He implies confusion in implementing such
<i>compromised. On the other hand, these educators</i>	contradictory circulars.
85 <i>would not be declared as excess if an incumbent</i>	The speaker implies in (lines 81-86) that
<i>succeeds in gaining promotion.</i>	educators had to declare themselves in excess.
These issues - and there are others - show that	(Lines 87-89) is indicative of the theory-practice
fundamental policy decisions are being	dichotomy debate.
implemented when many grey areas still exist.	The focus shifts to "union representatives"
90 Union representatives have been attacked for	(line 90) for appending "their signatures"
having appended their signatures to documents	(line 91) to documents that they did not
that they did not fully comprehended.	totally understand. The implication is that the
	union representatives were partially to be blamed
	for the repercussions of the implementation.
A further bone of contention is that no timeframes	(Lines 94-100) implies that due to "no time
95 have been stipulated for dispute resolution.	frames" (line 94) "stipulated" (line 95), for
This implies that an educator against whom a	dispute resolutions" (line 95), educators who
dispute is lodged could have his/her chances of	have not declared him/herself timeously in excess,
redeployment seriously prejudiced by not being	would be "seriously prejudiced" (line 98).
timeously entered into the redeployment pool	

BISSETTY V. THE MERCURY: TEXT FIVE	
TEXT FIVE: M 26/02/99 <u>Headline: Redeployment bungling causes teacher tumult</u>	
ENCODED	DECODED
100 owing to protracted dispute resolutions.	There seems to be a real concern for the
Educators do harbour realistic fears. Relocation	psychological state of mind of educators in
could imply fragmentation of the family unit or	the statement "educators ...real fears". (line 101).
personal risk in the event of having to venture	Furthermore, there is concern for the "family"
into areas with a high prevalence of crime and	(line 102) fragmentation which could eventually
105 violence.	lead to a fragmentation in society. Moreover,
Mr Bridgraj said that what had unfolded resembled	there is concern for the "personal"(line 104)
a major bun-fight among educators, causing	safety of teachers in the event of redeployment
suspicion and distrust among friends and	"into areas...violence" (lines 104-105).
colleagues.	The speaker implies that the process has
110 The absence of a clear, unambiguous and rational	caused a deterioration in human relationships
vision to address the complexities of the	(lines 106-109). He further implies that the
redeployment process have ensured that educators	implementers lack "clear, unambiguous vision"
remain mere bricks in the crumbling walls of	(lines 110-112) which have resulted "in the
education in KZN.	crumbling walls of education in KZN"
115 Can there really be a totally focused concentration	(lines 113-114).
on reading, writing and arithmetic when the three	The speaker's focus is shifted to the classroom
R's, that currently dominate the attention of	and pedagogic dynamics. He is concerned with
educators happen to be rationalisation,	the psychological state of mind of the educator
redeployment and the possibility of enforced	in his task of shaping the thinking of other
120 resignation?	minds when his/her "attention...resignation"
	(lines 117-120) preoccupation is with
	rationalisation, redeployment and resignation.

MERCURY
16 MAR 1999

The Mercury, February 9, 1999

If this isn't bungling, what is?

ARE incompetence and botch-ups the new order in our provincial education department? Although education authorities this week denied the department had bungled the redeployment plan to move "surplus" teachers, the latest, unaudited, figures reveal there are just over 8 000 vacant teachers' posts in the province and 5 133 "surplus educators".

The department may have to rehire the temporary teachers it fired in December last year to fill permanent posts this year.

If a teacher can be employed, then sacked, rehired, sacked again and then rehired, surely this is bungling.

The traditional notion that getting into the teaching profession meant having a stable and secure job falls by the wayside.

Education spokesman Mandla Msibi said the picture was only getting clearer now after the head count of pupils and educators had been completed.

Education observers, however, believe the scene could be set for more chaos when the plan actually gets off the ground in early April - that is if it's not delayed again.

But is the picture getting any clearer now or is the department merely fumbling in the dark, hoping that the excess teachers will keep quiet and not resist the forced move to mainly rural and township schools?

Where are these 8 000 vacant posts and how did these schools survive years without the posts being filled? Is it that the provincial government has allocated more funds in the education budget that we suddenly discover thousands of posts?

Should this be the case, what will happen next year when the budget is slashed? Will there be another round of retrenchments and another witch-hunt for "surplus" teachers?

Various workshops and seminars have debated at length the complex mechanisms of the redeployment plan, but some principals, district managers and senior education authorities are still in the dark.

Another workshop is to be held in Durban next week to clarify again the redeployment plan. A more simplified circular has been drawn up, but according to some concerned and now frustrated teachers, "it still does not make sense".

Many teachers and principals, too, have complained that they have not seen the new circular, while affected teachers earmarked for transfer wait anxiously to find out which school will be available to them.

The Democratic Party spokesman on education Roger Burrows said the two most confusing public matters are the IEC registration process



VEVEN
BISSETTY

Each was punted as a great success only to have clarifying statements or circulars issued, figures revised, the process put on hold - and overall, the threat of court action.

"Just what has gone wrong with the redeployment and rationalisation of educators? The concept itself is a noble one - to move teachers from where they are in 'excess' to fill posts in schools which have vacancies.

"In practice it was inevitable that it was fraught with dangers. Chief among these is the agreement between state and teacher unions that significantly neglects to take account of the individual teacher and pressures of that person's life.

"I criticised the agreement when announced, since there is little or no recourse for the teachers declared in excess when the posts offered are at schools at a distance, in insecure areas with no accommodation available.

"Inevitably, when 70% of the teaching force are married women these must become very major problems," Mr Burrows said.

THE figures which show 8 000 vacancies and 5 000 teachers in excess posts conceal totally the insecurity of the thousands who simply cannot move far beyond their own area of residence.

Many of the teachers "in excess" will have to leave the service, and those vacant posts will probably have to be filled by some of the people (up to 13 000) who qualified as teachers over the last few years and who have never been able to find employment in education, Mr Burrows said.

"Just like the IEC registration, this is not final. A key re-clarification circular is currently being prepared. There are calls for a new process.

tiently waiting for vital posts to be filled or, with initiative, fill themselves.

"Finally the new budget year starts on April 1, and that budget is predicated on final, lower staffing figures. Get those wrong and the budget commences on a wrong note, and with tight expenditure, the likelihood of an overrun in 1999/00 looms large."

So for the sake of each individual, for the

More
teaching
jobs to go

The Daily News, January 15, 1999

Move or quit
teachers are
selling homes

The Mercury, February 4, 1999

Great confusion
over teacher
deployment

The Mercury, February 4, 1999

Sacked
teachers
may be rehired

The Mercury, March 9, 1999

BISSETTY V. THE MERCURY : TEXT SIX	
TEXT SIX M. 16/03/99	Headline: If this isn't bungling, what is?
ENCODED	DECODED
1 Are incompetence and botch-ups the new order in our provincial education department? Although education authorities this week denied the department had bungled the redeployment plan	The headline makes the reader anticipate a critical text to follow. The sign, "incompetence" (line 1) with reference to the department as a direct question in (line 2) is indicative of
5 to move "surplus" teachers, the latest, unaudited, figures reveal there are just over 8000 vacant teachers' posts in the province and 5133 "surplus educators".	a writer who has prior knowledge on the issue over an extended period of time and has now exhausted his patience. The quotation of "8000 vacant teacher's posts" (lines 6-7), and 5133 surplus educators" (lines 7-8) is indicative
The department may have to rehire the temporary	of a powerful writer, able to access and extrapolate official (although unaudited) figures
10 teachers it fired in December last year to fill permanent posts this year.	from department officials. The constant reference to the all important issue of temporary teachers merged with the issue of redeployment is
If a teacher can be employed, then sacked, rehired, sacked again and then rehired, surely this is bungling.	a source of irritation to the reader. It seems as if the influential powers at macro level are deliberately using 'other issues' as a red herring.
15 The traditional notion that getting into the teaching profession meant having a stable and secure job falls by the wayside.	The explanation offered by accessed voice Mandla Msibi (lines 18-20), lowers the
Education spokesman Mandla Msibi said the picture was only getting clearer now after the head	frustration levels of education stakeholders other than the determining powers at the
20 count of pupils and educators had been completed. Education observers, however, believe the scene could be set for more chaos when the plan actually gets off the ground in early April - that is if it's not delayed again.	superstructure. Education observers (line 21) anticipate "far more chaos" (line 22) suggests that the schools are currently in chaos.
25 But is the picture getting any clearer now or is the department merely fumbling in the dark, hoping that the excess teachers will keep quiet and not resist the forced move to mainly rural and township schools?	There is an indication in (lines 21-24) that "the plan" (line 22) will exacerbate an already chaotic education system. (lines 27-29) exudes with an almost provocative tone for "excess teachers" (line 27) to "resist the forced move to...rural ...schools".
30 Where are these 8000 vacant posts and how did these schools survive years without the posts being filled? Is it that the provincial government has allocated more funds in the education budget	The series of questions from (lines 30-38) exudes with doubt in the statistics that the department released, questions the budget

BISSETTY V. THE MERCURY : TEXT SIX	
TEXT SIX M. 16/03/99 <u>Headline: If this isn't bungling, what is?</u>	
that we suddenly discover thousands of posts?	allocation and non allocation, and finally
35 Should this be the case, what will happen next	questions the future intention as indicated
year when the budget is slashed? Will there be	in (lines 36-38), "another witch-hunt ...
another round of retrenchments and another	'surplus' teachers?", of the department in the
witch-hunt for "surplus" teachers?	event of non allocation of funds. Furthermore,
Various workshops and seminars have debated	the writer suggests in (lines 36-38), " Will there
40 at length the complex mechanisms of the	be another round of retrenchments..." that
redeployment plan, but some principals, district	there was a previous round of retrenchments.
managers and senior education authorities are	"Various... still in the dark" (lines 39-43) is
still in the dark.	indicative of implementers not having the
Another workshop is to be held in Durban next	necessary skills to implement the redeployment
45 week to clarify again the redeployment plan.	plan because of the "complex mechanisms"
A more simplified circular has been drawn up, but	(line 40). It seems as if influential powers at the
according to some concerned and now frustrated	meso level are doing everything possible to
teachers, "it still does not make sense".	facilitate the process by holding workshops,
Many teachers and principals, too, have	"another workshop" (line 44) and drawing up
50 complained that they have not seen the new	"more simplified" (line 46) circulars for clarity.
circular, while affected teachers earmarked for	Despite these efforts by meso level powers,
transfer wait anxiously to find out which school	the redeployment "still does not make sense"
will be available to them.	(line 48) to teachers. (Lines 49-51) is indicative
The Democratic Party spokesman on education	of a breakdown in communication with
55 Roger Burrows said the two most confusing	regard to "the new circular" (line 50-51).
matters are the IEC registration process and the	(Lines 51-53) reflects the anxiety of affected
education department's redeployment of teachers.	teachers. What is surprising to the reader is
Each was punted as a great success only to have	the unexpected accessed voice of politician,
clarifying statements or circulars issued,	Roger Burrows and his deep insight into the
60 figures revised, the process put on hold - and	"dangers" (line 68) of the redeployment plan.
overall, the threat of court action.	He accuses the "unions" (line 69) of "neglect"
<i>"Just what has gone wrong with the redeployment</i>	(line 70) of taking into account " the individual
<i>and rationalisation of educators? The concept</i>	teacher... pressure on that person's life",
<i>itself is a noble one - to move teachers from</i>	(line 71), the issue of excess teachers not having
65 <i>where they are in 'excess' to fill posts in</i>	recourse" (line 73), the issue of proximity
<i>schools which have vacancies.</i>	schools at a distance" (line 75), the fears of
<i>"In practice it was inevitable that it was</i>	"insecure areas" (line 76), the issue of

BISSETTY V. THE MERCURY : TEXT SIX	
TEXT SIX M. 16/03/99	Headline: If this isn't bungling, what is?
<i>fraught with dangers. Chief among these is the agreement between state and teacher unions</i>	accommodation for excess teachers being posted to rural schools, "no accommodation" (line 76)
70 <i>that significantly neglects to take account of the individual teacher and pressure of that person's life.</i>	and the gender issue of "70% of the teaching force being married women" (lines 76-78).
<i>"I criticised the agreement when announced, since there is little or no recourse for the teachers declared in excess when the posts</i>	What remains enigmatic to the reader however, is Burrow's access to departmental statistics and records. Moreover, what is Burrow's
75 <i>offered are at schools at a distance, in insecure areas with no accommodation available.</i>	relationship with the meso and macro powers of influence? To what degree is Burrows
<i>"Inevitably, when 70% of the teaching force are married women these must become very major problems,"</i>	involved in the implementation or non implementation of the redeployment plan?
Mr Burrows said.	Which union is Burrows accusing of "neglect"
80	(line 70) and what political impact does
The figures which show 8000 vacancies and 5000 teachers in excess posts conceal totally the	his statement on education have?
insecurity of the thousands who simply cannot move beyond their own area of residence.	The writer's reference to the statistics and attempt to analyse it in (lines 81-84) exudes with
85 Many of teachers "in excess" will have to leave the service, and those vacant posts will probably have to be filled by some of the people (up to 13000) who qualified as teachers over the last	a tone of distrust for meso powers that revealed and concealed as he suggests "conceal" (line 82). "...teachers in excess will have to leave the service..." (lines 85-86) is indicative that
few years and who have never been able to find	excess teachers will be forced to resign.
90 employment in education, Mr Burrows said.	The element of surprise again, Burrows, who seems to pore over education statistics implies
<i>"Just like the IEC registration, this is not final. A key re-clarification circular is currently being prepared. There are calls for a two-week suspension.</i>	that vacant posts created by forced resignations by 'excess teachers' might be filled by the approximately "13000" teachers who qualified
95 <i>"Finally the new budget year starts on April 1, and that budget is predicated on final, lower staffing figures. Get those wrong and the budget commences on a wrong note, and with tight expenditure, the likelihood of an overrun in</i>	over the last few years...never been able to to find employment in education" (lines 88-90).
100 <i>1999/00 looms large."</i>	The perplexing question to the reader is, what interest does Burrows have those "13000" thousand teachers and what interest does he not have in the excess teachers who might be forced
So for the sake of each individual, for the province	to resign?
	The comments "this is not final., A key re-

BISSETTY V. THE MERCURY : TEXT SIX	
TEXT SIX M. 16/03/99	Headline: If this isn't bungling, what is?
and every learner let's get things right quickly	clarification circular...prepared, there...calls
with the least disruption and chaos.	two week suspension" (lines 91-94) by Burrows,
	a politician, making decisive comments on
	education does not gel. The final comment on
	budget and "lower staffing figures" (lines 96-97)
	by Burrows demands an explanation of Burrow's
	role in the R&R story.

Sadtu unhappy with redeployment process

Teacher moves 'will be fair'

NATAL WITNESS

10 FEB 1999

ZOUBAIR AYOUB
Durban Bureau

THE Department of Education's rationalisation and redeployment procedures must not be used as a tool to punish errant teachers, said department spokesman Mandla Msibi.

Msibi said in Durban yesterday principals should rather use the prescribed disciplinary measures to punish teachers. "All educators affected by rationalisation and redeployment will be treated fairly," he said. A document explaining rationalisation and redeployment procedures was also released "to ensure uniform and correct interpretation and implementation".

To ensure transparency, the department has asked that all staff be informed of redeployment procedures at staff meetings and that the

staffing position at the school also be made known to them. The school must determine which posts are in excess and which are vacant and then determine which teachers are the excess teachers.

The department has ordered that where two or more teachers are

competing for the same post, criteria of the highest qualified, the one with the most years of service in teaching, in teaching a particular subject or at a particular school will be taken into account. The provisions for voluntary redeployment are only to be used at schools which

have identified excess teachers. These teachers will be redeployed to schools which have identified a critical shortage of teachers.

The South African Democratic Teachers' Union (Sadtu) did not attend yesterday's press conference. Spokesman Ndaba Gwabaza said this was because Sadtu has nothing to offer. "We couldn't go pretending that everything is fine," he said.

Gwabaza said Sadtu is unhappy with the way voluntary redeployment is being handled and the manner in which excess teachers are identified. "The methods used are not those we agreed to ... We are convinced this is an attempt to ensure no transformation of education takes place in KwaZulu-Natal and to ensure chaos," he said.

Meanwhile, Minority Front leader Amichand Rajbansi has asked KZN Education MEC Vincent Zulu to place a two-month moratorium on the redeployment of teachers so there can be "tests for fairness".

Rajbansi has apparently received numerous representations from former House of Delegates school teachers about the manner in which teachers are declared redundant.

ENCODED	DECODED
1 The Department of Education's rationalisation and redeployment procedures must not be used as a tool to punish errant teachers, said department spokesman Mandla Msibi.	The R&R issue gets the attention of the Natal Witness for the first time. The accessed voice of Mandla Msibi serves a dual role. Firstly, to warn teachers of disciplinary measures
5 Msibi said in Durban yesterday principals should rather use the prescribed disciplinary measures to punish teachers. <i>"All educators affected by rationalisation and redeployment will be treated fairly," he said.</i>	if they are critical of the implementation process. Secondly to pacify "all educators affected....fairly" (lines 8-9) that they do have the support of the meso level influential powers.
10 A document explaining rationalisation and redeployment procedures was also released "to ensure uniform and correct interpretation and implementation." To ensure transparency, the department has asked	Attempts to "ensure uniform and correct interpretation" (line 12) were being made by meso level influential powers. The facilitators have gone a step further in facilitating the process by asking that all
15 that all staff be informed of redeployment procedures at staff meetings and that the staffing position at the school also be made known to them. The school must determine which posts are in excess and which are vacant and then	staff be informed of redeployment procedures" (lines 15-16) to "ensure transparency" (line 14). The directive from facilitators stipulates clearly the steps to be followed in the process. Firstly, a determination of 'excess posts'. Secondly,
20 determine which teachers are the excess teachers. The department has ordered that where two or more teachers are competing for the same post, criteria of the highest qualified, the one with the most years of service in teaching, in teaching a	a determination of vacant posts and finally a determination of 'excess teachers'. The text is further interpreted by the reader that the department is explaining anextures stipulated in the HRM 51/98 circular.
25 particular subject, or at a particular school will be taken into account. The provisions for voluntary redeployment are only to be used at schools which have identified excess teachers. These teachers will be redeployed to schools	(Lines 26-28) suggests that "only " (lines 27) in schools where excess teachers were identified, could the "provision for voluntary redeployment" (lines 26-27) be used. "only" (line 27) is ambiguous because it implies that "provision
30 which have identified a critical shortage of teachers. The South African Democratic Teachers' Union (Sadtu) did not attend yesterday's press	for redeployment" (lines 26-27) could only be used in schools where teachers were identified in excess. In (lines 29-31), the use of the morpheme "will"

AYOOB Z. THE NATAL WITNESS: TEXT SEVEN	
TEXT SEVEN: NW 10/2/99 Headline: Teacher moves 'will be fair'	
conference.	appears to be a direct contradiction of the
35 Spokesman Ndaba Gcwabaza said this was	semantics of "voluntary redeployment".
because Sadtu has nothing to offer.	The focus shifts from the accessed voice of a
<i>"We couldn't go pretending that everything</i>	departmental official to the accessed voice of
<i>is fine,"</i> he said.	the Sadtu spokesman after the writer's
Gcwabaza said Sadtu is unhappy with the way	statement that "Sadtu did not attend...press
40 voluntary redeployment is being handled and	conference" (line 33-34). Sadtu's tone in (lines
the manner in which excess teachers are identified.	37-38) is almost confessional. What
<i>"The methods used are not those we agreed</i>	also emerges from his enunciations is that
<i>to ... We are convinced this is an attempt to</i>	Sadtu did not attend the press conference
<i>ensure no transformation of education takes place</i>	because they were "unhappy with the way
45 <i>in KwaZulu-Natal and to ensure chaos,"</i>	voluntary redeployment" (line 40) and the
he said.	identification of excess teachers was handled.
Meanwhile, Minority Front leader Amichand	The speaker, Ndaba Gcwabaza states that
Rajbansi has asked KZN Education MEC	agreements on method were reneged in (lines
Vincent Zulu to place a two-month moratorium	42-43). Furthermore, his statement, " We are
50 on the redeployment of teachers so there can be	convinced...no transformation...ensure chaos"
tests for fairness".	(lines 43-45) gives the reader the impression
Rajbansi has apparently received numerous	that there is an influential 'third force power'
representations from former House of Delegates	that is attempting to sabotage the
school teachers about the manner in which	implementation process.
55 teachers are declared redundant.	The surprise element of politicians intervening
	is again prevalent, only this time, it is
	Rajbansi of the Minority Front. (Lines 52-55)
	"Rajbansi...received numerous representations"
	gives the reader the impression that affected
	teachers had no other recourse but to approach
	a politician to take social action by asking for
	"a two month moratorium" (line 49) to be placed
	on the redeployment process. The intervention
	of Rajbansi and the introduction of yet
	another surprise element, Education MEC,
	Vincent Zulu is indicative of a communication
	breakdown along structured channels.

A traumatic start to the year for teachers facing redeployment

By Charmaine Pillay

THE looming teacher redeployment process has marred the start of the new school year, as principals prepare to name the teachers who have been deemed "excess" at their respective schools.

Principals will submit the names of the affected teachers to the education department on Friday. At certain schools principals have decided to tell individual teachers who they are, while other principals are leaving it to the department to inform the affected teachers.

At predominantly Indian schools, which face the largest cuts, gloom and doom pervaded staff rooms. A great many teachers face an uncertain future as they are unlikely to accept postings to rural schools.

Teachers deemed excess will be given a choice of three schools at which to report for duty. Should they decline the posts, they must resign. More than 2 500 teachers are expected to be redeployed, many of whom are women.

One of the teachers who has been declared "excess" spoke of the trauma of his looming redeployment.

Mr Arjoon Ramroop, 48, a teacher at the Dr AD Lazarus School, is facing the chop after 26 years in the profession. An angry Mr Ramroop, of Annette Drive, Reservoir Hills, is doubly disadvantaged in that he is unlikely to get another post as a music teacher, even in a rural school,

because of cutbacks in arts and culture due to budgetary constraints.

"The redeployment process has no respect for seniority. I have given 26 years of my life to this profession and this is how I'm paid back. I am the sole breadwinner. I take care of my wife and my 74-year-old mother. How can I expect them to relocate as well, especially if there are no proper living conditions?"

Shock

"I understand the rationale behind the redeployment process and I don't mind offering my services to a deprived community, but it still came as a shock that I might have to leave my family behind or lose my job. If I accept a post in a rural school is the department going to guarantee my safety and security?"

The principal of Reservoir Hills Secondary School, Mr Ram Maharaj, had similar sentiments.

He said his school would lose 12 teachers, the majority of whom were senior people. "Some of the teachers already suspect who they are and every day I have teachers crying in my office. No one wants to be redeployed or lose their jobs, but there isn't very much we can do. This is a harrowing time."

"I think most principals are deeply troubled by what they have to do. It's going to wreak havoc on the lives of qualified and professional people."

The province's education communications director, Mr Mandla Msibi, said the redeployment process would continue until March. He said a provincial task team had been formed with the union to resolve problems.

POST.

1999-01-20

PILLAY C. THE POST: TEXT EIGHT	
TEXT EIGHT: P: 20/01/99 Headline: A traumatic start to the year for teachers facing redeployment	
ENCODED	DECODED
1 The looming teacher redeployment process has marred the start of the new school year, as principals prepare to name the teachers who have been deemed "excess" at their respective schools.	The R&R issue gets the attention of the Post for the first time since November 1998. The writer presents the R&R story with a depressing and fatalistic headline.
5 Principals will submit the names of the affected teachers to the education department on Friday. At certain schools principals have decided to tell individual teachers who they are, while other principals are leaving it to the department to	The writer presents the scenario at schools as tense as "principals prepare to name...excess" (lines 3-4). Principals are perceived as the final implementers of the R&R plan at a micro level. The use of the determiner, "Principal" in (line 5), casts principals in extremely powerful roles.
10 inform the affected teachers. At predominantly Indian schools, which face the largest cuts, gloom and doom pervaded staff rooms. A great many teachers face an uncertain future as they are unlikely to accept posting to rural	The use of the determiner "principals" for the fourth time in two paragraphs draws attention to the myriad of roles that principals have to play in the R&R story. The statement of Indian schools "which face the largest cuts" (line 11-12) makes a critical reader ask for statistics concerning other race groups. This article was written before the plan was implemented, yet the writer implies that teachers are "unlikely
15 schools. Teachers deemed excess will be given a choice of three schools at which to report for duty. Should they decline the posts, they must resign. More than 2500 teachers are expected to be	to accept posting to rural schools". (lines 14-15). The writer shifts her focus to declination of three posts would mean resignation in her statement "Teachers...excess...choice of three schools...report for duty...should they decline...they must resign" (lines 16-18). The writer does not indicate the accessed voice for the statistics she provides. The writer raises a gender issue of many of the 2500 teachers that were expected to be redeployed were women.
20 redeployed, many of whom are women. One of the teachers who has been declared in excess" spoke of the trauma of his looming redeployment. Mr Arjoon Ramroop, 48, a teacher at the	The writer, in providing the age (48) (line 24) and providing the number of years of service (26) (line 26) of the affected participant evokes the emotions of compassion from the reader.
25 Dr A.D. Lazarus School is facing the chop after 26 years in the profession. An angry Mr Ramroop, of Annette Drive, Reservoir Hills, is doubly disadvantaged in that he is unlikely to get another post as a music teacher, even in a rural school,	
30 because of cutbacks in arts and culture due to budgetary constraints. <i>"The redeployment process has no respect for seniority. I have given 26 years of my life to</i>	

PILLAY C. THE POST: TEXT EIGHT	
TEXT EIGHT: P: 20/01/99 Headline: A traumatic start to the year for teachers facing redeployment	
ENCODED	DECODED
<i>this profession and this is how I'm paid back.</i>	The issue of "budgetary constraints" (line 31)
35 <i>I am the sole breadwinner. I take care of my wife</i>	is cited as the reason for "cutbacks in arts and
<i>and my 74-year-old mother. How can I expect</i>	culture" (line 30). The issue of discrimination
<i>them to relocate as well, especially if there are no</i>	within the curriculum is foregrounded.
<i>proper living conditions?</i>	The affected speaker's voice, (lines 32- 38)
	exudes with disappointment with the employer's
40 Shock	lack of respect for his life's contribution,
	furthermore, the employer's disregard for
<i>"I understand the rationale behind the</i>	the welfare of his family.
<i>redeployment process and I don't mind offering</i>	"I understand...security" (lines 42-47) implies
<i>my services to a deprived community, but it still</i>	that the affected participant is not resisting
45 <i>came as a shock that I might have to leave my</i>	the noble objectives of R&R. He expresses
<i>family behind or lose my job. If I accept a post</i>	shock to the alternatives meted out to him.
<i>in rural school is the department going to</i>	Furthermore, he expresses concern over
<i>guarantee my safety and security?"</i>	his personal "safety and security" (line 48).
The principal of Reservoir Hills Secondary School,	The accessed voice of a micro level implementer
50 Mr Ram Maharaj, has similar sentiments.	(principal) exudes with compassion for the
He said his school would lose 12 teachers, the	affected participants. He expresses concern
majority of whom were senior people.	over their seniority, hence, expertise. He
<i>"Some of the teachers already suspect who they</i>	expresses concern over emotional displays
<i>are and every day I have I have teachers I have</i>	by the affected participants. His enunciations
55 <i>teachers crying in my office. No one wants to be</i>	"but there isn't very much we can do" (lines
<i>redeployed or lose their jobs, but there isn't very</i>	56-57) resonates with fatalism. He gives the
<i>much we can do. This is a harrowing time.</i>	reader insight into the attitudes of "most
<i>"I think most principals are deeply troubled by</i>	principals" (line 58) towards to R&R as
<i>what they have to do. It's going to wreak havoc</i>	not liking what they are told to do in their
60 <i>on the lives of qualified and professional people."</i>	line of duty. "It's going to wreak havoc...
The province's education communications	professional people" (lines 59-60), is indicative
director, Mr Mandla Msibi, said the redeployment	of the repercussions of R&R. The principal's
process until March. He said a provincial task team	voice elicits compassion for principals and
had been formed with the union to resolve problem	affected participants from the reader.
65 cases.	The focus shifts from people affected to agents.
	The meso level influential powers felt

PILLAY C.		THE POST: TEXT EIGHT	
TEXT EIGHT: P: 20/01/99		Headline: A traumatic start to the year for teachers facing redeployment	
ENCODED		DECODED	
		through the accessed voice of Msibi implies	
		that the process, despite the "havoc" (line 59)	
		will continue until March 1999. However,	
		he attempts to ensure a smooth implementation	
		with the help of the unions and the "provincial	
		task team" (line 63).	

Disputes declared against some principals

Angry excess teachers claim bias, 'tailoring'

By Charmaine Pillay

REGIONAL education departments, teacher unions and some school principals have been sent letters of dispute by angry teachers who have accused their school principals of "tailoring" the school curriculum so that teachers least favoured by them have been made excess.

Teachers have also claimed the procedures adopted by certain schools when they were made excess were not in keeping with the guidelines set down in the management documents.

Several teachers said schools were interpreting the document differently and that there was a great deal of inconsistency in how it was being applied. In one case the toss of a coin decided which teacher was to be made excess. And in another, the name of the excess teacher was pulled out of a hat.

At a meeting at Currie's Fountain, Durban, yesterday (Tuesday), a large group of physical education teachers who have been made excess complained that they were being unfairly targeted.

They said it had been con-

venient for their principals to declare them excess without taking into account the consequences of such actions.

"A large number of schools have declared their physical education teachers excess. They haven't scrapped the posts as they expect the normal teachers to take PE (physical education) classes," said one teacher.

"We are specialists and I don't think those teachers have the skills to teach pupils things like gymnastics or soccer. Sports at predominantly Indian schools will probably die if we go. Many of the physical education teachers are also involved in regional sports. I think the sports structures will crumble.

"Nowhere in the guidelines does it state that our posts or PE teachers should be made excess just because it's a non-examination subject."

The secretary-general of the South African Democratic Teachers' Union, Mr Ndaba Gewabaza, said his union had received numerous telephone calls and letters of complaint about procedural irregularities. "Our members are concerned about the manner in which this process is being

handled. From the information I've received, it seems that some principals and superintendents of education have engaged in improper behaviour in deciding which teachers should be made excess.

"For example, there was a tie at one school, and the name of the excess teacher was determined by picking the name out of a hat.

"One teacher was told she was being made excess because parents didn't like her and because of her absenteeism, even though she had valid reasons for being absent for short periods."

Mr Gewabaza said in the case of minor disputes the union had asked teachers to get the site committees to resolve the problem, but in other cases the disputes would be lodged with the department. "Some school principals and department officials are obviously not thinking. They are unnecessarily prejudicing teachers, which will result in the redeployment process being damaged."

Regional education department officials were not available for comment.

POST

1999-01-27

PILLAY C. THE POST: TEXT NINE	
TEXT NINE: P: 27/01/99 Headline: Angry excess teachers claim bias, 'tailoring'	
ENCODED	DECODED
1 Regional education departments, teacher unions and some school principals have been sent letters by angry teachers who have accused their school principals of "tailoring" the school curriculum so	The writer creates a scene of conflict between the micro level influential powers (principals) and affected participants (excess teachers). The "curriculum"(line 4) issue implies that
5 that teachers least favoured by them have been made excess.	subjects have been excluded which further implies that learners would have a smaller
Teachers have also claimed the procedures adopted by certain schools when they were made excess	range of choices. "have been...angry teachers" (lines 2-3) is indicative of resistance and social
were not in keeping with the guidelines set down in the management documents.	action. "...procedures...management documents" (lines 7-10) suggests a highly informed and
10 Several teachers said schools were interpreting the document differently and that there was a great deal of inconsistency in how it was being applied.	critical teaching power-base. The use of teachers" (lines 7 & 10) as determiners in the sentence places teachers in a powerful
In one case the toss of a coin decided which teacher was to have been made excess. and in another, the	position. The writer has inverted the power-structures. The issue of interpretation is
15 name of the excess teacher was pulled out of a hat.	hermeneutic and implies that a reader brings meaning to a text, depending on schemata.
At a meeting at Currie's Fountain, Durban, yesterday (Tuesday), a large group of physical education teachers who have been made excess	The morpheme "inconsistency" (line 12) is an indictment on meso level implementers.
complained that they were being unfairly targeted.	At a meeting...targeted" (lines 16-19) is a
20 They said it had been convenient for their principals to declare them excess without taking into account the consequences of such actions.	further indication of resistance and social action. The micro level powers (principals) are accused of not deliberating the consequences
"A large number of schools have declared their physical education teachers excess. They haven't	of their actions. (lines 21-22)
25 scrapped the posts as they expect the normal teachers to take PE (physical education) classes," said one teacher.	They haven't scrapped...classes" (lines 24-26) is merely speculation.
"We are specialists and I don't think those teachers have the skills to teach pupils things like	We are specialists...soccer" (lines 28-30) is a further example of speculation.
30 gymnastics or soccer. Sports at predominantly Indian schools will probably die if we go.	The speaker obviously has prior knowledge of sport within a historical context, but the enunciation, " Sports...die...we go" (line 30-31)
Many of the physical education teachers are also	is the third example of speculation.
	I think...sport structures will crumble"

PILLAY C. THE POST: TEXT NINE	
TEXT NINE: P: 27/01/99 Headline: Angry excess teachers claim bias, 'tailoring'	
ENCODED	DECODED
<i>involved in regional sports. I think the sports structures will crumble.</i>	(lines 33-34) is the fourth example of speculation or assumption by an affected participant.
35 <i>"Nowhere in the guidelines does it state that our posts or PE teachers should be made excess just because it a non-examination subject."</i>	(Lines 35-37) "Nowhere...subject" is the fifth citation of assumptions.
The secretary-general of the South African Democratic Teachers' Union, Mr Ndaba Gcwabaza,	The accessed voice of Gcwabaza acknowledges social action by affected participants and
40 said his union had received numerous telephone calls and letters of complaint about procedural irregularities.	concedes "irregularities"(line 42). The speaker makes public comments on the issues of "proeess" (line 44).
<i>"Our members are concerned about the manner in which this process is being handled. From the</i>	...it seems...principals and superintendents...excess" (Lines 45-48) suggests that the speaker
45 <i>information I've received, it seems that some principals and superintendents of education have engaged in improper behaviour in deciding which teachers should be made excess.</i>	is making assumptions about micro and meso level influential powers engaging in ...improper behaviour.." (line 47).
<i>"For example, there was a tie at one school, and</i>	For example...name out of hat" (line 49-51) and "One teacher...absenteeism" (line 52-54)
50 <i>the name of the excess teacher was determined by picking the name out of a hat.</i>	are indicative of issues relating to criteria. ...even though she had valid reasons...
<i>One teacher was told she was being made excess because parents didn't like her and because of her absenteeism, even though she had valid reasons</i>	short periods" (lines 54-55) are issues relating to conditions of employment. The writer presents both perspectives of
55 <i>for being absent for short periods."</i>	conflicting interests.
Mr Gcwabaza said in the case of minor disputes the union had asked teachers to get the site committees to resolve the problem, but in other cases the disputes would be lodged with the	On the continuum of "disputes" (line 56), Gcwabaza makes a distinction between minor disputes" (line 56) and "other cases" (line 58-59). The speaker's inability to discern
60 department. <i>"Some school principals and department officials are obviously not thinking. They are unnecessarily prejudicing teachers, which will result in the redeployment process being damaged."</i>	between minor disputes and "other cases" is questionable. Furthermore, his delegation strategy of placing the problem in the hands of "the site" (line 56) questions the real power of the unions to deal with problems
65 Regional education department officials were not	presented by membership.

PILLAY C. THE POST: TEXT NINE	
TEXT NINE: P: 27/01/99 Headline: Angry excess teachers claim bias, 'tailoring'	
ENCODED	DECODED
available for comment.	"Some ..principals...department officials..
	not thinking...damaged" (lines 60-64) is a
	serious allegation and sets the scene for conflict
	between unions, principals and department
	officials. "Regional...officials...not available
	for comment" (lines 65-66) makes a critical reader
	of the constructed text to ask 'why' are they
	unavailable?

POST

17 MAR 1999

Union says new posts formula aims at retrenchments 'by the back door'

By Charmaine Pillay

TEACHER unions have rejected the new post provisioning formula for redeployment on the grounds that it would make more teachers redundant.

The South African Democratic Teachers' Union (SadtU) has slammed the for-

mula and says the provincial education department produced the formula to bring in retrenchments by the back door.

SadtU's provincial secretary-general, Mr Ndaba Gwabaza, said the formula was causing a great deal of chaos and all teacher unions were opposed to it.

The disagreement between the unions and the department emerged during a provincial chamber meeting on Friday.

Union and department representatives will meet again at a special chamber meeting tomorrow (Thursday) to debate the issue.

"As we couldn't agree on

the formula, we couldn't discuss clarification of the document, which should have gone out to schools and regional and circuit offices on Monday.

"In addition, workshops which had been planned to discuss the new simplified clarification document could not be held this week.

"Thirdly, because of the disagreement the management plan was not even discussed. We have called on the department to revert to the old formula," Mr Gwabaza said.

He added: "Under this formula more teachers will be declared excess and as a result posts will be reduced.

"The department knows

that we will never agree to retrenchments and we feel that this is a way for the department to bring in retrenchments through the back door."

The provincial education department's communication's director, Mr Mandla Msibi, was unavailable for comment yesterday (Tuesday).

However, last week he said the new formula, which would be based partly on 1999 pupil enrolment figures, would result in the majority of schools retaining more teachers than they originally were supposed to, but a few schools were likely to lose "one or two additional teachers".

PILLAY C. THE POST : TEXT TEN		
TEXT TEN: P :17/03/99	UNION SAYS NEW POSTS FORMULA AIMS AT RETRENCHMENTS BY	
THE BACK DOOR	ENCODED	DECODED
1	Teacher unions have rejected the new post provisioning formula for redeployment on the grounds that it would make more teachers redundant.	Teacher unions" (line 1) used as determiner in the syntactic structure portrays them in a powerful role. "new post provisioning formula" (line 1-2) makes the reader question the mechanics of the 'old' post provisioning
5	The South African Democratic Teacher's Union (Sadtu) has slammed the formula and says the provincial education department produced the formula to bring in retrenchments by the back door.	formula. Sadtu (line 5-6) emerging as the powerful agent again and vociferously slammed the formula" (line 6) makes the reader determined to investigate Sadtu's allegation that it was intentionally created'
10	Sadtu's provincial secretary-general, Mr. Ndaba Gcwabaza, said the formula was causing a great deal of chaos and all teacher unions were opposed to it.	the provincial education department produced the formula to bring in retrenchments by the back door" (lines 7-9) to effect retrenchments.
	The disagreement between the unions and the	The writer focuses her lens on the emerging
15	department emerged during a provincial chamber meeting on Friday. Union and department representatives will meet again at a special chamber meeting tomorrow (Thursday) to debate the issue.	tension and conflict between the unions and the department, " the disagreement...Friday. (lines 14-16).
20	<i>As we couldn't agree on the formula we couldn't discuss clarification of the document, which should have gone out to schools and regional and circuit offices on Monday.</i>	department representatives..."(line 17) makes a critical reader wonder who these powers are and what their ideologies are and why is there a a deadlock on such a vital issue.
		"As we couldn't agree... Monday" (lines 20-24) gives the reader the impression that there is
25	<i>In addition, workshops which have been planned to discuss the new simplified clarification document could not be held this week. Thirdly, because of the disagreement the management plan was not even discussed. We have called on the department to revert to the old formula"</i>	confusion around the formula if a "clarification of the document" (line 21-22) was necessary. The conflict between meso and macro level influential powers has created a backlog with regard to planned events, e.g.. "clarification... document...Monday" (lines 21-24)
30	<i>Mr. Gcwabaza said. He added: Under this formula more teachers will</i>	Workshops (line 25) were not held and the non-discussion of management plan (line 29). Revert to the old formula" (line 31) makes a critical reader ask questions like who

PILLAY C. THE POST : TEXT TEN	
TEXT TEN: P :17/03/99	UNION SAYS NEW POSTS FORMULA AIMS AT RETRENCHMENTS BY
THE BACK DOOR ENCODED	DECODED
<i>be declared excess and as a result</i>	deviated from the old formula, and what benefit
35 <i>posts will be reduced. The department</i>	will that deviation serve their interest groups?
<i>knows that we will never agree to</i>	"...bring in retrenchments by the back door"
<i>retrenchments and we feel</i>	(lines 8-9) is repeated by the writer when
<i>that this is a way for the department</i>	she quotes the speaker, " bring in retrenchments
<i>to bring in retrenchments through the back</i>	through the back door" (line 39-40). This
40 <i>door".</i>	mega watt spot light on this issue is a
The provincial education department's	representational writing style to draw the issue
communication's director, Mr. Mandla	to the reader's attention.
Msibi, was unavailable for comment	The unaccessed voice of Msibi at a time when
yesterday (Tuesday). However, last week	Sadtu publicly exposes the manipulation of
45 he said the new formula, which was based	the post provisioning formula is questionable.
partly on 1999 pupil enrolment figures	"...last week...new formula.." (lines 44-45)
would result in the majority of schools	is indicative that Msibi did concede that
retaining more teachers than they originally	there was a 'new formula' that was a deviation and
were supposed to, but a few schools	manipulation of the national post provisioning
50 <i>were likely to lose "one or two additional</i>	norm formula that might have been implemented
<i>teachers".</i>	which caused conflict and confusion.

Section Two: 2.1 Representational Analysis: Text One

MHLANGA P.		THE DAILY NEWS - TEXT ONE					
PRESS RELEASE FROM THE DEPT. OF EDUCATION ON THE RATIONALISATION							
AND REDEPLOYMENT POLICY WHICH WAS SIGNED BY THE NATIONAL MINISTRY							
OF EDUCATION AND TEACHER UNIONS ON THE 17 NOVEMBER 1998 AT CAPE TOWN							
REPRODUCED IN FULL		Headline: MAJOR EDUCATION DEAL SIGNED					

The caption resonates with fatalism. Mhlanga presents Naptosa and Sadtu as key signatories to the rationalisation and redeployment ‘deal’. This syntactical representational style is suggestive of a long awaited for democracy and ‘people’s power.

There seems to be a nuance of the major unions wielding power over the National Ministry of Education. Since the media operates within a ‘conflict theory paradigm, it is not surprising to note that the writer sets the scene for conflict by the semantic use of the word ‘controversial’. The unexplained concept of rationalisation and redeployment is conspicuous and intimidating to the reader. The under-representation of all the participants in the ‘deal’, especially the macro powers of influence is questionable. Mhlanga seems eager to represent the objectives of equity and transformation. He presents Pyper as a powerful role-player in the syntactic use pronouns that are indicative of control and power. This representation of Naptosa is in contrast to the general perceived semantic of the word ‘union’ which is representative of negotiation, equity, representation and democracy. Mhlanga presents Sadtu as a powerful union who is the determining agent in ‘monitoring’ the implementation of the ‘resolutions’. The representational positioning of the KwaZulu Natal educational authorities at the bottom of the text creates a false consciousness of the DoE being powerless in the implementation of the resolutions.

Conclusion

The entire text is constructed within a Structural-Functional, Consensus media paradigm. The writer's intention of presenting the objectives of the rationalisation and redeployment 'deal' were met. The concepts of equity, democracy and transformation are yearnings of a fledgling democracy. The scene is set for co-operation despite the expected challenges.

Text Two: Plan Will Turn KZN Into Banana Republic



Since this is a critical response from a member of the community to his interpretation of the media texts, it would be categorised into an eclectic fusion of both hermeneutic and critical paradigms. The writer's obvious knowledge and insight into the microscopic dynamics of school operations makes one assume that he/she is an experienced teacher. His condescending tone about level one teachers makes me assume that he is part of management.

Morphemes like 'much' and 'proposed' suggests that the media facilitated the rationalisation and redeployment proposals between agents and affected participants.

The writer points out that the affected participants are forced to comply or face threats. The text exudes with a political conflict within Brunsdon's rhetoric of violence. The writer's angst about ratios impacting on 'management loads' is transparent. The class stratification that exists within schools becomes apparent. The condescending tone that permeates part of the text is indicative of the hierarchical power structures prevalent within schools. The writer does not elaborate on the repercussions of compression of classes. The writer highlights human rights issues and the polarising distinctions between private and public schools. The text's reference to women might ignite an already raging debate on gender. Coombs (1964: 53-70), in his Human resource theory suggests that the label of excess is indicative of waste product.

Conclusion

Since this is a critical response from a member of the community to his interpretation of the media texts, it would be categorised into the Political-Economic Conflict paradigms.

Text Three: Sadtu Lambasts Chaotic Process

BISSETTY K. THE DAILY NEWS : TEXT THREE
TEXT THREE D.N. 10/02/99⁹ Headline: Sadtu lambasts chaotic process

The writer assumes a facilitator's position and has accessed important voices within the education arena that might have given various perspectives on the rationalisation and redeployment issue.

The passive structure described in Halliday's theory of transitivity is prevalent throughout the text. This is a media strategy to defocus on the determiners or active participants of the action at a macro level. However, at a meso level, Sadtu is presented as the determiner or agent. This creates a false consciousness that Sadtu is responsible and accountable for mishaps during the implementation process. Yet the branding of the process as 'chaotic' by Sadtu is contradictory. There emerges a conflict of interests between unions which are powerful facilitating forces between macro, meso, micro powers and the power base of employees and the DoE which is a meso level power that facilitates implementation determined by the macro level influential powers.

The accessed voice of Mrs. Dhaya Pillay, of the redeployment provincial task team presenting unnatural phenomena of 'disruptions to families' (lines 41-42) as natural is indicative of ignorance of Article 25 of the United Nations Declaration of Human Rights (UDHR). (Lane, 1989: 194)

The representational media strategy of placing the most powerful voice, Mr. Maduray Moodley, human resource manager, at the bottom of this text is either an attempt to diminish his power or an attempt to invert the power structures to create a false consciousness for the reader. The attempt to clarify the misconceptions (line 47) of HRM circular 3 is further indication of the theory-practice dichotomy. The 'lodging of

disputes' (line 74) emerges as the first sign of social action. What emerges in the enunciations: "...that sector will only rationalised next year" (line 89-90) is that rationalisation is not being implemented in all sectors simultaneously. Furthermore, why do different sectors still exist in a democracy?

Conclusion

The writer mediates a situation fraught with conflict among the various role-players at the meso level of power. While trying to operate within a consensus driven media paradigm, the writer unconsciously or consciously has shifted to one of conflict driven political-economic paradigms.

Text Four: Deal Signed On Teacher Deployment

MOLONEY K.	THE NATAL MERCURY: TEXT FOUR
TEXT FOUR M 18/11/98	Headline: Deal signed on teacher deployment

The entire text is constructed within a Structural-Functional, Consensus media paradigm. The writer uses a passive structure, which is bereft of the active participants. This is a structural writing style to draw attention away from the agents (determiners) of the action.

The 'far reaching agreements' (line 10) is an intransitive passive structure to defocus the reader's attention from the participants of the agreement. The repetition of the signifiers 'the agreement' (line 5) is indicative of the media's use intransitive semiotic tool to draw the reader's attention away from the participants of the 'the agreement' (line 5).

"The agreement" (line 5) becomes the powerful 'agent' that determines the actions of affected participants. "Tighter controls" (line 9) is a further example of the passive intransitive syntactic tool used by the media to draw attention away from the active participants. 'The four agreements' (line 12) is the fourth example of passive intransitive syntactic structural tool to defocus the reader's attention away from the participants of the

agreement. "The workload agreement" (line 17) is the fifth example of the passive, intransitive syntactic tool used by the media to defocus on active participants. The introduction of the most powerful agent in the text, "National Education Minister, Sibusiso Bengu" (line 23) after introducing 'the agreements' (Lines 1, 5, 10, 12 & 17) five times as the determiner is an attempt to invert the perceived power structures. The determinant, 'the unions' (line 37) creates the perception that the unions were the active agents and the department was the 'affected' in this transaction.

However, this attempt at inverting power structures betrays itself in the contradictory semantics of the morpheme 'cautiously' (line 43). After reference to 'the unions' (lines 4, 37 & 43), the nomenclature Naptosa appears for the first time, which makes a critical reader of this text question if Naptosa is presented as the active determinant and why.

Conclusion

There is a visible paradigm shift from the typical Structural-Functional, Consensus media paradigm, to Pillay's construction of the R&R story within a Political-economic Conflict media paradigm. This is a structural writing style to draw attention away from the agents (determiners) of the action.

Text Five: Redeployment Bungling Causes Teacher Tumult

BISSETTY V.	THE MERCURY: TEXT FIVE
TEXT FIVE: M 26/02/99	Headline: Redeployment bungling causes teacher tumult

The focus shifts from Moloney's 'the agreements' (text four) which is material resource orientated to 'emotional fears' (line 2) which is human being orientated. Furthermore, the focus shifts from the mystified agreements to the reality of problems emanating from implementation.

Coombs, human resource theorist, perceives the label of 'excess' as 'waste product'. However, cognitive psychologists perceive such labeling as dehumanising. The negative emotional construct of 'fear' (lines 2 & 9) is a debilitating state of mind. The issue of 'resignations' (line 10) emerges as a significant consequence of implementation. The issue of declination within context (line 12) emerges as the cause of the 'effect' of resignation. A nuance of 'resistance to authority' and social action is represented in the semiotics 'legal challenges'. The issue of 'chaos' (line 20) and 'confusion' (line 21) are factors that lead to disruption in the learning environment. It is well documented that minimal learning takes place in schools where disruption is commonplace. The signifiers 'favourite, buddies and retained' (lines 24 & 25) are suggestive of nepotism. Furthermore, the signifiers, "...senior officials...interpret" (lines 27, 28, 29) casts the department officials in a poor light. This could create conflict between the department officials and the school management. The writer creates an objective sense of perception to the R&R phenomenon by shifting the focus to Bridraj's perspective. The signifier, 'essential' (line 41) is indicative that the speaker concedes that the R&R is necessary to redress the imbalances and inequities of a pre-democratic South Africa. The speaker (line 50) seems to understand and appreciate the noble objectives of transformation and equity of the rationalisation and redeployment policy.

He reminds educators that the noble cause of equity and transformation is what they 'vociferously campaigned for' (line 50), and what they should focus on. The speaker emerges as a progressive educator who is playing the role of an ombudsman trying to douse an inflammatory situation. The speaker's tone changes from (lines 57-60) embellishing the policy objectives to focusing on the 'process' (line 57) being fraught with 'confusion' (line 58) and 'uncertainty' (line 59). Furthermore, the speaker draws attention to the 'calculation...equation' (lines 62-64) being incorrect. In lines (66-70) he raises the issue of how various institutions interpreted or misinterpreted the implementation process. He makes an assumption that some schools 'sacrificed posts needlessly' Lines (69-70). The speaker raises the issue of 'voluntary redeployment' of 'some excess educators' (line 73) securing posts 'in suitable schools' (line 74).

There emerges a tone of dissatisfaction with regard to the policy implementation leading to inequities. Furthermore, he states that the unions and the department gave implementers 'contradictory pronouncements' (line 76). Moreover, he states that some 'circulars were introduced and then immediately withdrawn' (line 79,80). He implies confusion in implementing contradictory circulars. In lines (81-86) the speaker implies that educators had to declare themselves in excess. Lines (87-89) are indicative of the theory-practice dichotomy debate. In an unprecedented move, the focus shifts to union leadership who 'appended their signatures' (line 81) to documents they did not totally understand. The implication is that the unions are partially to be blamed for the repercussions of the implementation.

There appears to be a real concern for the psychological state of mind of educators in the statement 'educators...real fears' (line 101). Furthermore, there is concern for the 'family' (line 102) fragmentation that could eventually lead to a fragmentation in society. Moreover, there is concern for the 'personal safety of teachers in the event of redeployment into areas...violence' (line 104-105). The speaker further implies that the process has caused deterioration in human relationships (106-109). He further implies that the implementers lack 'clear, unambiguous and rational vision (Lines 110-112) which have resulted 'in the crumbling walls of education in KZN'. (Lines 113-114).

The writer, Bissetty finally shifts the focus to the classroom and pedagogic dynamics. He exhibits genuine concern for the psychological state of mind of the educator in his/ her task of shaping the thinking of other minds when his/ her attention is on 'rationalisation, redeployment and enforced resignation' (lines 117-120).

Conclusion

There is a paradigmatic shift in the Mercury representation of the R&R phenomenon. Moloney's construction within a Structural-Functional, Consensus media paradigm has been replaced by Bissetty's construction within a Political-economic Conflict media paradigm.

Text Six: If This Isn't Bungling, What Is ?

BISSETTY V.	THE MERCURY : TEXT SIX
TEXT SIX M. 16/03/99	Headline: If this isn't bungling, what is?

The caption makes the reader anticipate a critical text. The signifier, 'incompetence' (line 1) with reference to the department as a direct question in (line 2) is indicative of a writer who has prior knowledge of the issue over an extended period of time, and has now exhausted his patience. '8000 vacant posts' (lines 6-7) and '5133 surplus educators' (line 7-8) is indicative of a powerful writer, who is able to access and extrapolate official (although unaudited) figures from departmental officials.

The constant reference to the all-important issue of temporary teachers merged with the issue of redeployment seems as if the macro-level influential powers are using other issues as a red herring. The series of questions from (lines 30-38) exudes with doubt in the statistics that the department released. The budget allocation and non-allocation is questioned. The writer suggests in line (36-38), "Will there be another round of retrenchments?" that there was a previous round of retrenchments.

It seems as if the influential powers at meso level are doing everything possible to facilitate the process by holding workshops, (line 44), and drawing up more simplified circulars (line 46) for clarity. The accessed voice of politician, Roger Burrows presents itself as a surprise to the reader. Furthermore, his deep insight into the dangers (line 68) of the redeployment plan. Moreover, he accuses the unions of 'neglect' (line 70) of taking into 'account the individual teacher...pressure...life'. (Line 71). Burrows raises the issues of recourse, accommodation, proximity and safety.

Furthermore, he raises the gender issue of 70% of the teaching force being women. (Lines 76-78). What remains enigmatic to the reader however is Burrows access to departmental statistics and records. What is Burrow's relationship with the meso and macro powers of influence? To what degree is Burrows involved in the implementation

or non-implementation of the redeployment plan in KZN? What political impact does his statement on education have?

The writer's reference to the statistics and an attempt to analyse it exudes with mistrust for meso level powers that revealed and concealed (line 82). 'Teachers in excess will have to leave the service..' (Line 85-86) is indicative that excess teachers will be forced to resign. The element of surprise again, Burrows, who appears to pore over education statistics implies that the vacant posts created by forced resignations by excess teachers might be filled by the approximately '13000 teachers who qualified in the last few years...never...find employment in education' (Lines 88-90). The perplexing question to the reader is, what interest does Burrows have in those 13000 teachers and what interest does he not have in the excess teachers who might be forced to resign? Burrow's comments, 'this is not final, a key clarification circular...prepared...calls ...two week suspension' (lines 91-94), being a politician, yet making decisive comments on education somehow does not gel. His final comment on budget and 'lower staffing figures (lines 96-97), demands an explanation on his role in the R&R story.

Conclusion

There is a definite paradigm shift from Moloney's Structural Functionalist, deterministic approach to constructing the R&R story. Bissetty's passionate approach makes the reader question his personal interest in the R&R story. He writes from a Political-Economic, Society centric, Conflict paradigm.

Text Seven: Teacher Moves 'Will Be Fair'

AYOGB Z	THE NATAL WITNESS: TEXT SEVEN
TEXT SEVEN, NW 10/2/99	Headline: Teacher moves 'will be fair'

The R&R issue gets the attention of the Natal Witness for the first time. The accessed voice of Mandla Msibi serves a dual role. Firstly, to warn teachers of disciplinary measures if they are critical of the R&R implementation. Secondly, to pacify 'all educators... fairly' (lines 8-9) that they do have the support of the meso level influential powers.

The facilitators have gone a step further in facilitating the implementation process by asking that 'all staff be informed of redeployment procedures'. (Lines 15-16) to ensure transparency (line 14). The directive from facilitators clearly stipulates the steps to be followed in the process. Firstly, a determination of excess posts. Secondly, a determination of vacant posts. Thirdly, a determination of excess teachers. The text is further interpreted by the reader, which the department is explaining annexures stipulated in the HRM 51/98 circular. The use of the signifier 'will' in (lines 29-31) appears to be a direct contradiction of the semantics of 'voluntary redeployment'.

The focus shifts from the accessed voice of a departmental official to the accessed voice of a Sadtu spokesman after the writer's statement that 'Sadtu did not attend the press conference' (line 33-34). Sadtu's tone in (lines 37-38) is almost confessional. What also emerges from his enunciations that Sadtu did not attend the press conference because they were 'unhappy with the way voluntary redeployment' (line 40) and the identification of excess teachers was handled. Gcwabaza states that agreements on method were reneged. (Lines 42-43). Furthermore, his statement, 'We are convinced...no transformation...ensure chaos' (lines 43-45) gives the reader the impression that there is an influential 'third force' that is attempting to sabotage the implementation process.

The surprise element of politicians intervening is again prevalent, only this time, it is Rajbansi of the Minority Front (lines 52-55). Rajbansi 'received numerous representations' (lines 52-53) gives the reader the impression that affected teachers had no other recourse but to approach a politician to take social action, by asking for a 'two month moratorium' (line 49) to be placed on the redeployment process. The intervention of Rajbansi and yet another surprise element. Education MEC, Vincent Zulu, is indicative of a communication breakdown along structured channels.

Conclusion

The writer positions himself as facilitator between the various stakeholders in education, the department, the principals, the teachers and the unions. He encourages debate between them. This text seems to be rooted in the Political-Economic Conflict paradigm.

Text Eight: A Traumatic Start To The Year For Teachers Facing Redeployment



Although the R&R phenomenon has been in the print media and electronic media since November 1998, this is the first representation by the Post media product. The writer presents the R&R story with a depressing and fatalistic headline. The writer presents the scenario at schools as tense as 'principals prepare to name ...excess' (lines 3-4). Principals are perceived as the final implementers of the R&R plan at a micro level. The use of the determiner, 'Principal' (line 5) casts principals in extremely powerful roles. The use of the determiner 'principals' for the fourth time in two paragraphs draws attention to the myriad of roles that principals have to play in the R&R story. The statement of Indian schools 'which face the largest cuts' (line 11-12) makes a critical reader ask for statistics concerning other race groups and other sectors. This text was constructed before the plan was implemented, yet the writer implies that teachers are 'unlikely to accept posting to rural schools' (lines 14-15). The writer shifts his focus to declination of three posts would mean resignation in her statement.'

Teachers...excess...choice of three schools...report for duty...should they decline...they must resign' (lines 16-18). The writer does not indicate the official accessed voice for the statistics she provides. The writer raises the gender issue that many of the 2500 teachers that were expected to be redeployed, were women. The writer, in providing the age (48)

(line 24) and providing the number of years of service (26) (line 26) of the affected participant (refer theory) evokes compassion from the reader.

The issue of 'budgetary constraints (line 31) is cited as the reason for cutbacks in 'arts and culture' (line 30). The issue of discrimination within the curriculum is foregrounded. The affected speaker's voice, (lines 32-38) exudes with disappointment with the employer's lack of respect for his life's contribution. Furthermore, the employer's disregard for the welfare of his family. 'I understand...security' (lines 42-47) implies that the affected participant is not resisting the noble objectives of R&R. He expresses shock to the alternatives meted out to him. Furthermore, he expresses concern over his personal 'safety and security' (line 48).

The accessed voice of a micro level implementer (principal) exudes with compassion for the affected participants. His enunciations, 'but there isn't very much we can do' (lines 56-57) resonates with fatalism. He gives the reader insight into the attitudes of 'most principals' (line 58) towards R&R as not liking what they are told to do in their line of duty. 'It's going to wreak havoc...professional people' (line 59-60), is indicative of the repercussions of R&R. The focus shifts from affected participants to the agents or determiners. The meso level influential power felt through the accessed voice of Msibi implies that the process, despite the 'havoc' (line 59) will continue until March 1999. However, he attempts to ensure a smooth implementation with the help of the unions and the 'provincial task team' (line 63).

Conclusion

This representation of the R&R 'story' appears to be framed within a Political-Economic Conflict media paradigm.

Text Nine: Angry Excess Teachers Claim Bias, 'Tailoring'

PILLAY C.	THE POST: TEXT NINE
TEXT NINE P. 27/01/99	Headline: Angry excess teachers claim bias, 'tailoring'

This is the second construction of the R&R story by Pillay within a week. The writer, having established the platform for various perspectives, facilitates the public discourse. The writer creates a scene of conflict between micro level influential powers (principals) and affected participants (excess teachers). The curriculum issue emerges again implying that the learners would have a smaller range of choices. 'have been...angry teachers' (line 2-3) is indicative of resistance and social action. 'Procedures...management documents' (lines 7-10) suggests a highly informed and critical teaching power base.

The use of 'teachers' (lines 7,10) as determiners in the sentence places teachers in a powerful position. The writer has inverted the power structures. The issue of interpretation is hermeneutic and implies that a reader brings meaning to a text, depending on schemata. The signifier 'inconsistency' (line 12) is an indictment on meso level implementers. 'At a meeting...targeted' (lines 16-19) is a further indication of resistance and social action. The micro level powers are accused of not deliberating the consequences of their actions (lines 21-22). Lines (33-34) are the fourth example of speculation by an affected participant. The accessed voice of Gcwabaza acknowledges social action by affected participants and concedes 'irregularities' (line 42) Lines (45-48) suggests that the speaker is making assumptions about micro and macro level influential powers engaging in 'improper behaviour' (line 47).

Conclusion

The writer positions herself as facilitator between teachers and the department and encourages debate. This text appears to be framed within the Political-Economic Conflict paradigm.

Text Ten: Union Says New Posts Formula Aims At Retrenchment By The Back Door



This is Pillay's third construction of the R&R story. However, there has been a time lapse of six weeks since the last representation. The Text within a Hermeneutic and Critical Paradigm 'Teacher unions' (line 1) used as a determiner in the syntactic structure portrays them in a powerful role. '...new post provisioning formula' (line 1-2) makes the reader question the mechanics of the 'old post provisioning formula'. Sadtu (line 5-6) emerging as the powerful agent again and vociferously 'slammed the formula' (line 6) makes a critical reader determined to investigate Sadtu's allegation that it was intentionally created, the 'provincial education department produced the formula to bring in retrenchments by the back door' (lines 7-9) to effect retrenchments.

The writer focuses her lens on the emerging tension and conflict between the unions and the department, 'the disagreement...Friday' (lines 14-16). '...department representatives...' (line 17) makes a critical reader wonder who these powers are and what their ideologies are and why is there a deadlock on such a vital issue. 'As we couldn't agree...Monday' (lines 20-24) gives the reader the impression that there is confusion around the formula if a 'clarification of the document' (line 21-22) was necessary. The conflict between meso and macro level influential powers has created a backlog with regard to planned events, e.g. 'clarification...document...Monday (lines 21-24).

'Workshops' (line 25) were not held and there were no discussions on 'management plan' (line 29-30). 'Revert to the old formula' (line 31) makes a critical reader ask questions line who deviate from the old formula, and what benefit will that deviation serve their interest groups? '...bring in retrenchments by the back door' (lines 8-9) is

repeated by the writer when she quotes the speaker, 'bring in retrenchments through the back door' (lines 39-40). This megawatt spotlight on this issue is a representational writing style to draw the reader's attention to the issue in focus. The unaccessed voice of Msibi at a time when Sadtu publicly exposes the manipulation of the post provisioning formula is questionable. 'Last week...new formula' (lines 44-45) is indicative that Msibi did concede that there was a 'new formula' that was a deviation and manipulation of the national post provisioning norm formula that might have been implemented which caused conflict and confusion.

Conclusion

It could be concluded that the three representations of the R&R phenomenon by the Post media product was presented within a Political -economic Conflict media paradigm.

Overall View

The writers have determined the media paradigm within which the four media institutions operate. There has been an institutional paradigm shift with each new writer constructing the R&R story. For example, Moloney's deterministic style of writing could be interpreted as disempowering to the reader. Yet, Bissetty's critical style of writing could be interpreted as empowering to the reader, although both writers represented the R&R story from the same institution, Mercury. On the construct of power, institutional theorist, Foucault, as quoted by Ropers- Huilman (1999: 33), states:

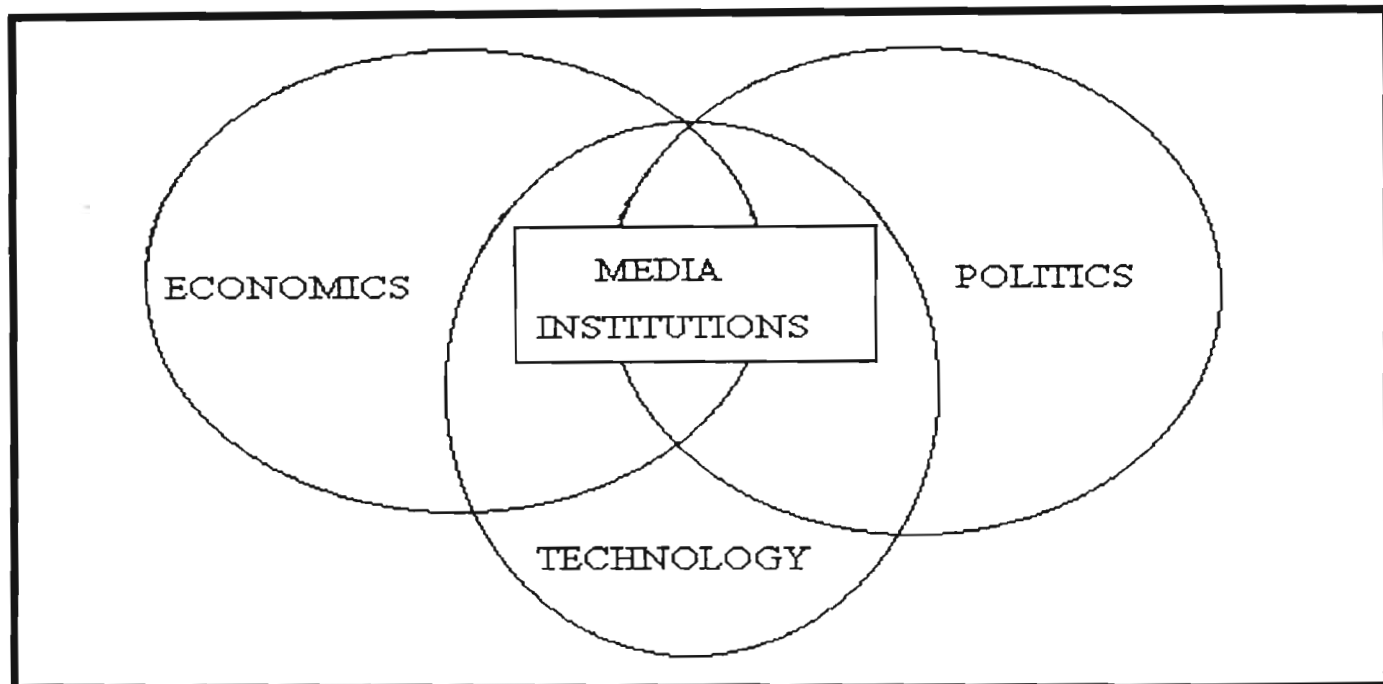
"Power is not an institution, and not a structure; ...it is the name that one attributes To a complex strategical situation in a particular society".

Foucault, (1978: 93)

CHAPTER FIVE

SYNTHESIS OF FINDINGS

Figure 5.1: Media Structures and Media Institutions



PRESSURES ON THE MEDIA: MEDIA ARE AT THE CENTRE OF THREE
OVERLAPPING AREAS OF INFLUENCE

1. Introduction / Rationale

In Chapter Four I analysed ten representational texts of four media institutions, The Daily News, Mercury, Natal Witness and Post. The analysis was done firstly at a linguistic level, where I analysed the text, taking the meaning of the words, the sentence construction and signals of hidden agendas, silences and gaps into account. Secondly, the analysis was done at a representational level, where I examined whether the writer adopted a consensus or conflict position in representing the R&R phenomenon to the target audience, who were the teachers, management at schools, the community, the Department of Education and policymakers. This chapter provides an in-depth insight into the multidimensional perspectives of the critical question of this study: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?* In Section One I will present a summary of issues, principles and constructs emerging out of the ten texts analysed in Chapter four. In Section Two I will present graphic representations of most represented issues for the period before implementation and during implementation, (November 1998 - March 1999). In Section Three I will present an Overall View of the Media Paradigmatic Representation in partial answer to the critical question of this study: *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?* Section Four deals with the overall conclusion of this study. Section Five deals with the implications for further research. Section Six deals with the suggestions for future research. Section Seven deals with implications of this study. Section Eight deals with limitations of this study and final thoughts.

Section One

1.1 Summary of emerging issues, principles and constructs.

In Text One, the writer's intention of representing the policymaker's objectives of the rationalisation and redeployment policy was met. How did he represent the text to achieve this? He achieved this by firstly, positioning himself within the structural-consensus paradigm. Secondly he presented influential union leaders to win the support of their members. Thirdly, by using non-interactive language as the caption, 'Major

education deal signed', He suggests that the deal had been signed and therefore no interaction or further discourse was necessary. Furthermore, the use of the pronoun, 'we', (line 37), 'We are happy...' suggest that everybody is happy, and that there is no conflict within the ranks of the policymakers. This is typical of the structural-consensus media paradigm, where the masses are led to believe that decision-makers at government level have all reached consensus. Fourthly, he foregrounds the policy objectives of equity, in which schools that were operating under the national norm, of the teacher/pupil ratio of 1:40 in primary schools and 1:38 in secondary schools would be rationalised teachers who were declared in excess would be sent to previously disadvantaged schools. In this way, equity would be realised. Furthermore, the process of teachers moving to schools of different race groups and cultures would facilitate transformation. This kaleidoscope of cultures would augur well in a fledgling democracy like South Africa. This process of transformation could be realised through the process of redeployment. The general response to the text would be one of compliance.

In Text Two, the writer's objective of creating public awareness and thereby eliciting public reaction was met. How did the writer represent the text to achieve this? Firstly, by positioning him within the political-economic conflict paradigm. Secondly by critically evaluating the proposals sanctioned by the unions and the Department of Education. Thirdly by using language that is empathetic towards teachers in the public school system as in (line 21), 'already overstressed public school system', that is typical of the economic-political conflict paradigm. One of the characteristics of the conflict paradigm is to use interactive language so that discourse and debate of the various role-players is promoted by the media. Fourthly, by foregrounding issues that teachers feel strongly about, as in (lines 41-41), 'three classes of 40 standard two pupils may have to be compressed to two classes of sixty', he evoked emotions of anger in teachers because they would now be saddled with the problem of compressed classes. The general response to the text might be one of resistance to the R&R implementation.

In Text Three, the writer's intention of drawing public attention to the chaotic R&R process is successful. How did he represent the text to achieve this? Firstly by positioning

him within the political-economic conflict paradigm. The writer constructs a relationship between the readers and his subject matter. In this instance, he draws his target audience's attention to the chaotic process of the R&R phenomenon. He immediately and successfully elicits various emotional responses of the role-players in education. By doing so, he frames the different players in different relationships to each other, creating tension, anger and eventually conflict. Secondly by representing the largest democratic union in South Africa, Sadtu, in a conflict situation with the Department of Education. This conflict situation fuels the battlelines for affected stakeholders in society. Furthermore, he presents APEK in a spectator's role, applauding and encouraging the process. Thirdly, he presents the text in language that is sympathetic towards the educators, but critical of the consequences of the implementation. Fourthly, he foregrounds problems of misinterpretation of official documents as in (lines 25-28), 'most of the problems lay with the misinterpretation...of relevant documents'. The general response to the text might have been one of non-compliance to the R&R implementation. It becomes obvious that the process is fraught with controversy. Sadtu brands the process as chaotic and blamed the department for abdicating responsibility (line 12-13). Curriculum issues are in the spotlight. The provincial task team expects unhappiness and disruptions. Teachers in acting management posts were handing in their resignations. Human Resource Manager, Maduray Moodley clarifies HRM Circular 3. Not all sectors were being rationalised simultaneously.

Text Four, like Text one, presents the objectives of equity, democracy and transformation of the rationalisation and redeployment plan. The writer positions herself with the structural-Functional consensus paradigm. She presents most of her text in non-interactive. By this I mean that the writer merely presents ruling class ideology (in this instance, the ideologies of the policymakers) and does not entertain any interaction or discourse from grassroots. Furthermore, she foregrounds 'tighter control over duties' (line 9), and the policy objectives of equity through rationalisation, and transformation through redeployment. The general response to the text would be one of compliance.

Text Five is written from a conflict paradigm. The writer is sympathetic towards the affected participants, the excess teachers. The writer successfully elicits the reader's emotion of sympathy towards the affected 'excess' teachers. By framing the various role-players in conflict with each other, he maintains the tension and conflict situation. The issues of resignations and the chaotic situation of schools without management structures are foregrounded. An objective voice of a senior teacher makes teachers defocus on the chaos and re-focus on the objectives of the R&R plan. He draws attention to the 'voluntary redeployment' and how excess teachers were securing posts in 'suitable schools' (line 74). He also points out that redeployment to rural areas could present safety and security problems. Furthermore, the R&R process had created a disintegration of human and professional relationships at schools. The text creates a sense that there is a total breakdown in communication structures between the employer and employees.

Text Six, like text three, is further exposure of incompetence and irregularities. Departmental unaudited statistics (Refer Msibi) reveal that while there are 5133 'surplus' teachers, there were 8000 vacant posts in the province. Politician, Roger Burrows, blames unions for neglecting teacher's personal safety. He foregrounds the gender issue of 70% (line 77) of the teaching force were women. The writer draws the audience's attention to a white politician who has the interest of teachers at heart. Immediately, the reader's response is one of scepticism. A non-white reader might ask, whose interests is this politician serving? The writer successfully sows seeds of doubt and suspicion in the reader's mind. By creating this kind of unspoken suspicion, the writer maintains a situation of conflict and tension.

In Text Seven, Department spokesman, Msibi warns teachers of disciplinary procedures. Clarification documents were facilitated. Criteria of determining excess teachers were clarified. The provision for 'voluntary redeployment' was foregrounded. Sadtu did not attend the press conference on the 10/02/99 because they 'had nothing to offer' (line 36), as a result, their members had embarked on social action. The writer immediately elicits the response of resistance and non-compliance by communicating messages of warning to teachers at a time when emotions were not in check. By using such provocative words

such as 'warns', the writer manages to fuel the battle-lines between the working class teachers and ruling class policymakers and implementers of the R&R policy.

Text Eight foregrounds the role of principals in the implementation process. Predominantly Indian Schools faced 'the largest cuts' (line 11-12). Excess teachers will be given three choices of schools. 'Should they decline the posts, they must resign' (line 18). Approximately 2500 teachers were expected to be redeployed, the majority of whom were women. An affected participant (excess teacher) speaks of his trauma. As in Text Six, he puts the issues of family and personal safety in the spotlight. The writer successfully foregrounds the tension and conflict between management and level one teachers at schools. By drawing attention to the situation, the writer further entrenches the rift and fans the flames of dissension between the role-players at school.

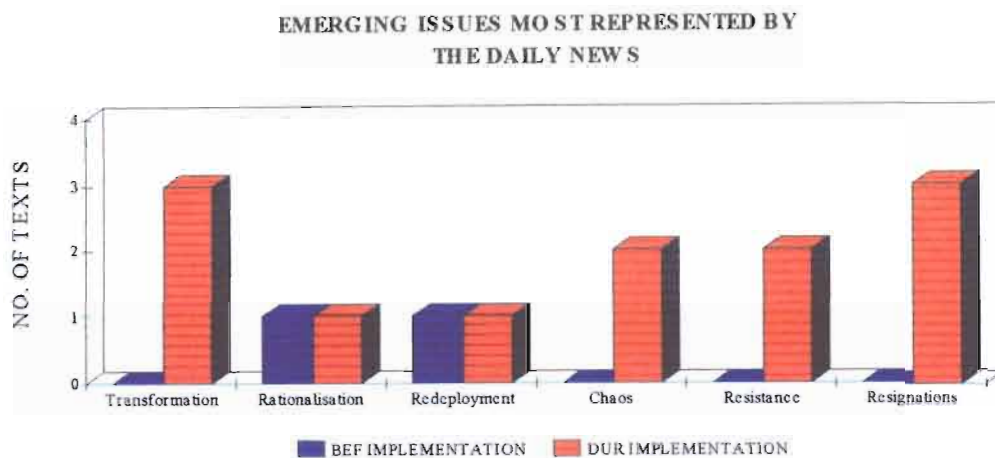
Text Nine, like Text Three, focuses on the curriculum issue. It foregrounds issues of nepotism, misinterpretation and procedural irregularities. The battlelines between principals, unions, teachers and the department is fuelled. Social action highlighting the issue of sport is taken. Union official, Gcwabaza concedes irregularities. The writer evokes the negative emotions of anger, suspicion and doubt in the teachers in relation to their employer, the Department of Education. The scene is set for tension and conflict.

In Text Ten, the Post provisioning formula is highlighted. Sadtu alleged that the 'provincial education department produced the formula to bring in retrenchments by the back door' (lines 7-9). The new formula caused chaos. Gcwabaza states that they 'have called on the department to revert to the old formula' (line 30-31). The writer elicits the emotions of anger, doubt and suspicion of teachers in relation to the Department of Education. The allegation that the Department brought in retrenchments through the back door is very serious and might result in an attitude of non-compliance for a long time. Once again, the media frames the various role-players in education in relationships of tension and conflict with each other by using interactive language to encourage the discourse of conflict.

Section Two:

2.1 Graphic Representations of emerging issues.

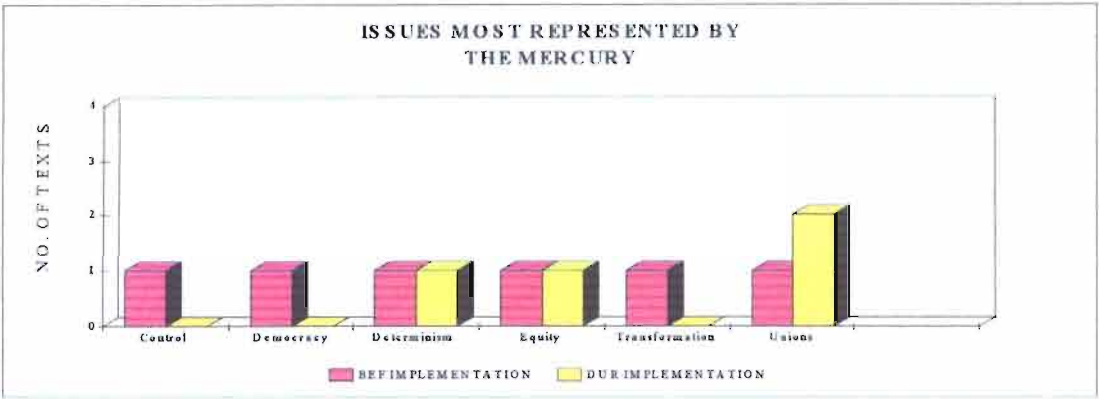
Figure 5.2: The Daily News: Most represented issues



The variables of transformation, rationalisation and redeployment are explained in the introduction of this chapter. This graphical representation illustrates that during the period before implementation November 1998 to January 1999, the Daily News represented the objectives of redeployment and rationalisation in interactive language within the consensus paradigm in one text. In order to promote interaction between various interest groups in society, the media uses interactive language. For the period during implementation, the objectives of rationalisation and redeployment were represented within the consensus paradigm in one text. The issues of chaos and resistance were represented within the conflict paradigm in two texts. The issues of transformation were represented within the consensus paradigm in three texts and the issue of resignations was represented within the conflict paradigm in three texts. I argue that the media started presenting the R&R phenomenon to the general public within the consensus paradigm. By this I mean, they used non- interactive language (language that does not promote/encourage interaction) to present the policymaker's perspective. However, because the policy met with so much of resistance from the various role-players, the media shifted its position from one of consensus to one of conflict. They achieved this by using interactive language (language that promotes/encourages

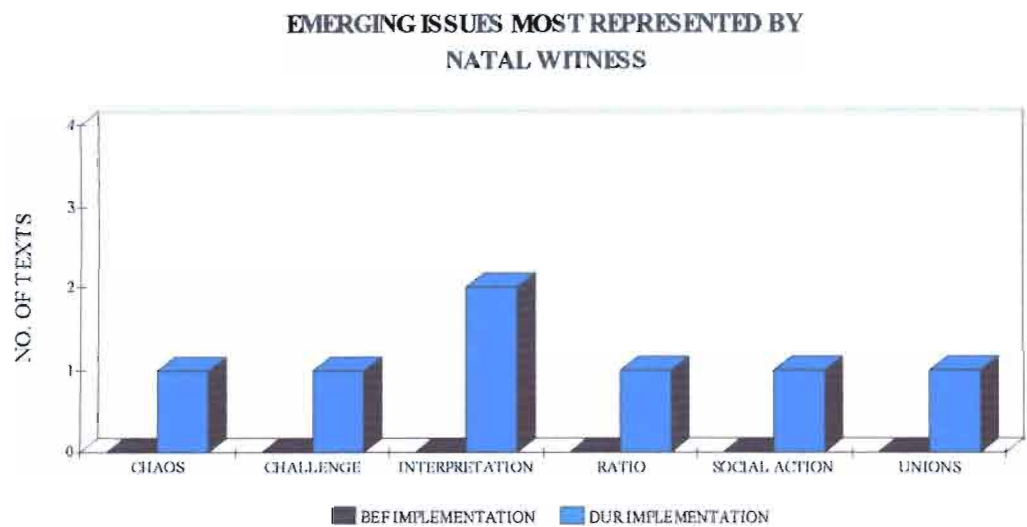
interaction) and by framing the various role-players in positions of tension and conflict in relation to each other.

Figure 5.3: The Mercury: Most represented issues



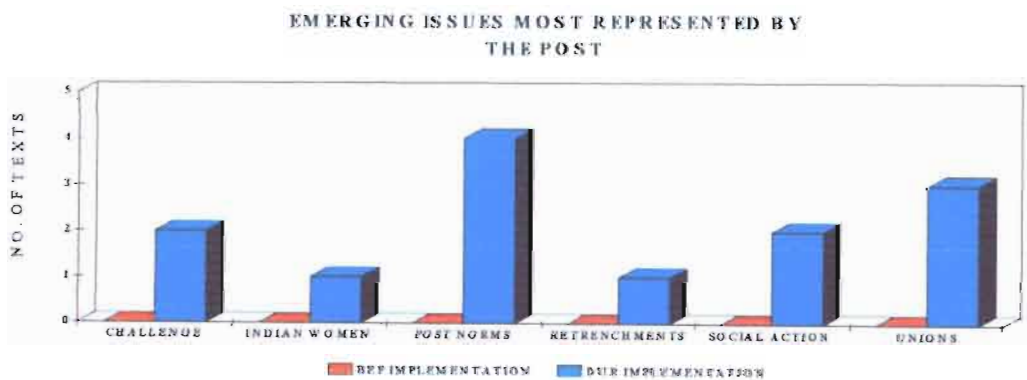
This graphical representation illustrates that during the period before implementation November 1998 to January 1999, the Mercury represented the objectives of equity from the unions’ perspective in deterministic, oppressive language in one text. For the period during implementation, the issues of control, democracy, transformation and equity were represented in deterministic language within the consensus paradigm in one text. Union perspectives were represented in two texts.

Figure 5.4: Natal Witness: Most represented issues



This graphical representation illustrates that during the period before implementation November 1998 to January 1999, the Natal Witness did not represent the rationalisation and redeployment phenomenon in KZN. For the period during implementation, the issues of chaos, challenge of authority, teacher pupil ratios, social action and unions were represented in one text. The interpretation and misinterpretation of official circulars were represented in two texts within the conflict paradigm.

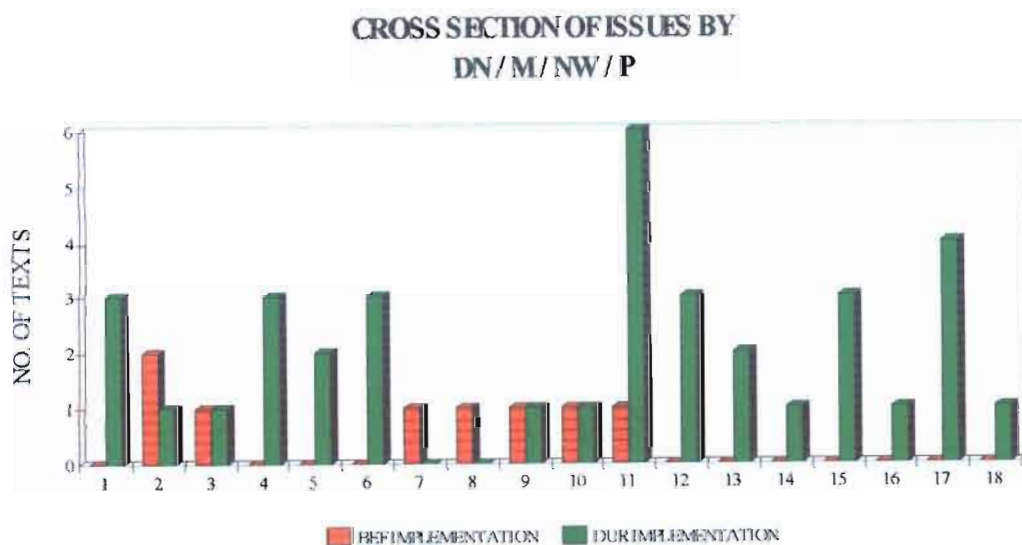
Figure 5.5: The Post: Most represented issues



This graphical representation illustrates that during the period before implementation November 1998 to January 1999, the Post did not represent the rationalisation and

redeployment phenomenon in KZN. For the period during implementation, the issues of challenge of authority and social action were represented in two texts within the conflict paradigm. The issues unions were represented in three text within the conflict paradigm. The issue of post provisioning norms was represented within the conflict paradigm. The issue of retrenchments and women were represented in one text within the conflict paradigm.

Figure 5.6: Cross Section of most represented issues



KEY: 1 = Rationalisation; 2 = Transformation; 3 = Redeployment; 4 = Chaos; 5 = Resistance
 6 = Resignation; 7 = Control; 8 = Democracy; 9 = Determinism; 10 = Equity; 11 = Unions
 12 = Challenge; 13 = interpretation; 14 = Ratios; 15 = Social Action; 16 = Indian Women;
 17 = Post Provisioning Norms; 18 = Retrenchments.

This graphical representation illustrates that during the period before implementation November 1998 to January 1999, the print media foregrounded the objectives of rationalisation and redeployment. Furthermore, the issues of control, democracy, equity, from unions' perspective were represented in non-interactive language within the consensus paradigm. Moreover, the objective of transformation was represented in non-interactive language within the consensus paradigm. For the period during implementation, the objectives of redeployment, which are transformation and equity were represented in non-interactive language within the consensus paradigm. The issues

of teacher pupil ratio, women and retrenchments were represented within the conflict paradigm. Issues of resistance to implementation and misinterpretation of official circulars were represented within the conflict paradigm. While the objectives of rationalisation were reinforced, the issues of chaos, challenging authority, social action and resignations were represented within the conflict paradigm. The issue of the post provisioning norm formula being miscalculated to bring in 'retrenchments through the back door' was highlighted, while the major issue of unions was represented within the conflict paradigm.

The media originally attempted to coerce readers into accepting the R&R policy as meeting the goals and objectives of equity, transformation and redress. They achieved this by representing the R&R phenomenon within a consensus paradigm by using non-interactive language (language that does not encourage discourse between role-players at grassroots). However, because this policy met with so much of resistance from grassroots because it was not pragmatic, the media shifted to the conflict paradigm. It achieved this by using interactive language (language that promotes/encourages discourse between role-players at grassroots), and by constructing a particular relationship between the reader and the subject matter. In doing so, the media framed the different players in different relations of tension and conflict with each other. An analysis of these texts reveal that the texts are not about the truth value of the assertions made, but about how the media forged relationships of conflict between the various role-players in the R&R phenomenon.

Section Three

3.1 Overall View of media paradigmatic representation

The Daily News, while initially foregrounding the objectives of transformation and equity of the R&R policy within a Structural, Consensus media paradigm, shifted to the Political-Economic conflict paradigm when the community reacted to the proposals of the R&R phenomenon. The media fostered the debate between the department, unions, teachers and principals over implementation inconsistencies.

The Mercury, which initially foregrounded the objectives of the R&R policy within the Structural, Consensus media paradigm shifted to a Political-Economic Conflict media

paradigm when there was community reaction. The media positioned itself as facilitator between unions, principals, the department and the teachers and sometimes fuelled the battle-lines so that the various stakeholders could externalize their perspectives.

The Natal Witness represented both articles within the Political-Economic Conflict paradigm. It is interesting that this media institution failed to represent the R&R phenomenon before implementation. Why did they not represent the R&R issue at the same time that the Mercury and Daily News did in November 1998? At this point, one might ask what is the relationship between government and the Natal Witness? What is the relationship between the government and Mercury and Daily News? Who was invited to the press conference to announce the R&R policy and who was not invited? I now shift my focus back to representation and hence the question, how did The Witness represent the R&R phenomenon in KZN? The Natal Witness represented the R&R phenomenon in a, rigorous manner, critical of government policy, and facilitating various stakeholder perspectives.

The Post represented all texts within the Political-Economic Conflict media paradigm. However, the emotive language created mass hysteria and panic among teachers. The direct utterances by teachers quoted by the Post sent shock waves among affected teachers and made them react to the situation. The Post celebrated victim-hood in comparison to the Daily News and Mercury who initially celebrated the virtues of R&R objectives of equity, transformation and redress.

Section Four

4.1 Overall Conclusion of this Study

This study is located within two influential theoretical media paradigms namely, the Structural-Functionalism Consensus Paradigm and the Political-Economic Conflict Paradigm, as explicated by Hiebert et al (1991: 36), that the main choices of 'theories of

media and society are between conflict and consensus', where the media is portrayed either as 'moulder' or 'mirror' of society. This study concurs with the above media theories because the discourses emanating from the four local media products could easily be identified either within the consensus paradigm or conflict paradigm. This research indicates that the discourses were controversial, conflicting, volatile and bias in their representation as the recent media studies conducted by the Glasgow and the Birmingham research indicates, as quoted by Fowler (1994: 10), that 'all news is biased'. A possible explanation for the Glasgow research finding might be that because the media exploits ideology in their news construction, and ideology is classified by Neuman (1997: 38) as a **quasi theory**, it 'lacks critical features required of a scientific theory'. Nevertheless, as a witness to the rationalisation and redeployment phenomenon in KZN for the period November 1998- March 1999, I partially disagree with the Newsom Report (1963) 'that media texts do not replicate or mirror reality'. As a witness to this phenomenon, the media did to an extent, represent the voice of the voiceless and it did create an ethos of 'mass hysteria' for the affected 'excess' teachers over the prolonged period of three months. However, in pursuing my objective to provide data worthy of research, I had to investigate the Rationalisation and Redeployment policy (HRM 51/98). The Voluntary Redeployment clause in HRM 51/98 created a loophole for previously advantaged ex-model C schools to benefit from the redeployment process. Hence, previously advantaged schools during the Apartheid era were further advantaged. This was certainly not the objective of the R&R policy. An exploration into the R&R policy rationale led me to so called empirical statistical data from the National Teachers' Audit (1995) supply and demand projections. The R&R policy was based on the baseline research projection figures indicated in the National Teachers' Audit. However, the research methodology of the National Teachers' Audit is questionable. In focusing my lens on the critical question of this study, *How did the print media represent the teacher rationalisation and redeployment (R&R) phenomenon in KZN for the period November 1998 - March 1999?*, I can conclude that the media initially attempted to coerce readers into celebrating the noble objectives of equity, transformation and redress of the R&R policy. They achieved this by communicating government policy by adopting the consensus media paradigm, wherein they used non-interactive language (language that

does not promote/encourage interaction or discourse between role-players). However, when the media realised that the R&R policy met with tremendous resistance from the various role-players in education because it was hardly pragmatic, the media shifted its position from one of communicator to that of facilitator. They successfully achieved this by adopting the conflict media paradigm in which it positioned itself as facilitator, encouraging and promoting dialogue between the various role-players.

Moreover, the media constantly constructed a particular relationship between the reader and the subject matter, and hence framed, sometimes forged, the different players in different relationships to each other. In doing so, the media very successfully created situations of conflict and fanned the flames by using interactive language to promote the discourses. The texts are not about the truth-value of the assertions made, but about how the media positioned itself in the conflict paradigm and fuelled the battle-lines. Finally, as long as various interest groups are in conflict with each other, the media will have stories like the R&R phenomenon to construct, create relationships of tension and conflict and continue to fuel the battle-lines.

Section Five

5.1 Implications for Further Research

A number of questions emerge from this research, which has implications for further research into the rationalisation and redeployment phenomenon:

- Does the media entrench conflict in society?
- Does the media represent the voice of the voiceless?
- Does the media maintain the status quo by using non-interactive language? (language that does not encourage discourse at grassroots).

Section Six

6.1 Suggestions for Further Research

As a critical practitioner who had placed myself on the Voluntary Redeployment list so that I could be part of the transformation process, and whose personal experiences have compelled this research, I want to make the following suggestions:

- South Africa's education gurus, not economists must develop education models, as economists are primarily concerned with short-term profit margins.
- Furthermore, South Africa does not have to base research on Eurocentric models, as they are contextually incompatible.
- Baseline research must comprise of practicing education researchers, who are firstly, in touch with the realities at grassroots. Secondly, representative of all nine provinces, so that no province is marginalised. Thirdly, representative of all race groups so that no race group is prejudiced. Fourthly, the methodology employed must be transparent and open to scrutiny.
- Funding should not be filtered through existing structures, as it seems to get hijacked before it reaches the people that it is meant for, but rather given directly to the school governing bodies of individual schools.
- The Ministry of Education should recognise the disruption and chaos in schools as an abnormality and drastic measures should be taken to replace the shortage of teachers and resources in the majority of KZN schools.

Section Seven

7.1 Implications of this study

This study implies that the media presents a pseudo-reality, and not reality itself, therefore readers ought to be extremely critical of what is represented in the media. This study further implies that when the community takes social action, then policy changes might be effected as no policy is cast in stone.

Furthermore, if readers feel that their perceptions are being manipulated, then they need to ask why? Moreover, South Africans need to be more critical of foreign investors monopolizing both the media and the South African economy because that could be the root cause of high unemployment and poverty in this country.

Section Eight

8.1 Limitations

The major limitation of this study was my inability to move from being subjective to objective. Furthermore, my own experiences might have shackled my thinking, thereby making it difficult to see the multidimensional perspectives of this study. Moreover, this study looks at the R&R phenomenon at a provincial level only and therefore becomes limited because it cannot be compared and contrasted to the same phenomenon that has occurred at a National level. Finally, the research strategy of document analysis is extremely time consuming.

8.1.2 Final Thoughts

Finally, I do believe that the media presents a pseudo-reality to the oppressed masses because of its inextricable political, economic and social links and pressure to maintain the status quo. Personally, this study has cleared many blind spots and has altered my perceptions so that I may continue this journey without crippling assumptions and

attitudes. Furthermore, I need to keep these profound words of Huilman (1999: 26) in mind: *'As witnesses, we have an obligation to be open to change'*.

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APPENDICES

FINAL MANAGEMENT PLAN

TO STAFF SCHOOLS FROM JANUARY 1999

RATIONALISATION & RE-DEPLOYMENT OF EDUCATORS IN THE PROVISIONING OF EDUCATOR POSTS

DATE	ACTION	RESPONSIBILITY
11/11/98	<p><u>Resolution No. 5 of 1998 :</u></p> <ul style="list-style-type: none"> Transfer of Serving Educators in terms of operational requirements. The advertising and filling of Educator posts. <p><u>Resolution No. 6 of 1998 :</u></p> <ul style="list-style-type: none"> Procedure for rationalisation and re-deployment of educators in the provisioning of educator posts. Resolutions 5 & 6 formally accepted and signed on 17 November 1998. 	<ul style="list-style-type: none"> National ELRC
12/11/98	<ul style="list-style-type: none"> KZN Provincial Chamber Meeting on Rationalisation and Re-deployment. 	<ul style="list-style-type: none"> KZN Chamber
16/11/98	<ul style="list-style-type: none"> <u>Rationalisation and Re-deployment Committee [RRC] Meeting :</u> Employer to present "Draft Management Plan" and receive written inputs from the Employee Sector. 	<ul style="list-style-type: none"> Rationalisation & Re-deployment Committee [RRC]
19/11/98	<ul style="list-style-type: none"> Rationalisation and Re-deployment Committee to finalise Management Plan. 	<ul style="list-style-type: none"> Rationalisation & Re-deployment Committee [RRC]
23/11/98	<ul style="list-style-type: none"> <u>KZN Provincial Chamber Meeting :</u> Discussion and acceptance of Management Plan. 	<ul style="list-style-type: none"> KZN Chamber
23/11/98	<ul style="list-style-type: none"> Finalisation of HRM Circular on Rationalisation & Re-deployment. 	<ul style="list-style-type: none"> Human Resource Directorate
24/11/98	<ul style="list-style-type: none"> HRM Rationalisation & Re-deployment Circular distributed to Regional Chief Directors for production. 	<ul style="list-style-type: none"> Human Resource Directorate
26/11/98	<ul style="list-style-type: none"> HRM Rationalisation & Re-deployment Circular distributed to District Heads, Superintendents of Education [Management] and Administration Personnel. 	<ul style="list-style-type: none"> Regional Offices
27/11/98	<ul style="list-style-type: none"> HRM Rationalisation & Re-deployment Circular distributed to educational institutions. Principal to ensure that the Chairman of Governing Body receives the Circular. 	<ul style="list-style-type: none"> District Offices
27/11/98	<ul style="list-style-type: none"> Rationalisation & Re-deployment Workshop at Provincial level for officials 	<ul style="list-style-type: none"> Human Resource Directorate

	DATE	ACTION	RESPONSIBILITY
	26/01/99	<ul style="list-style-type: none"> Closing date for submission of District schedules to Regional Offices reflecting the following : <ul style="list-style-type: none"> Number of excess posts. Number of vacant posts in terms of curriculum needs. Names of excess educators; and Shortage in terms of approved posts. 	<ul style="list-style-type: none"> District Managers Superintendents of Education Administration Personnel
	01 to 04/02/99	Voluntary Re-deployment of <u>excess</u> educators to be encouraged.	<ul style="list-style-type: none"> District Managers Superintendents of Education Administration Personnel
	05/02/99	Principals to notify Regional Office via SEM that previous vacancy has been filled by voluntary re-deployment.	Principal
	05/02/99	Regional Office must ensure that vacancies filled by voluntary re-deployment are not included on the schedule of advertised vacancies.	Regional Offices
	08/02/99	<ul style="list-style-type: none"> Director : Education Provision Services to support District schedules and prepare : <ul style="list-style-type: none"> Regional list of vacancies [closed]. Regional list of excess educators for submission to Human Resource Directorate. 	Regional Chief Director
24.	09/02/99	Finalisation and distribution of Provincial list to Regions.	Human Resource Directorate
25.	10/02/99	Distribution of Provincial list to institutions.	Regional Offices
26.	12/02/99	Closing date for applications of "closed vacancy posts" to Regions.	Excess educators
27.	16/2/99	Matched application submitted to Schools.	Regions
28.	18/02/99	School Governing Bodies submit ranked list of preferences to the District Offices.	School Governing Body
29.	19/02/99	District offices finalise recommendations from schools and submit recommendations to Regional Offices.	District Offices
30.	23/02/99	HRD Placement Committee commences with task of placement.	HRD
31.	24/02/99	Approval of appointments.	Regional Chief Director
32.	25/02/99	Letters of appointment issued to educators and copies sent to schools.	<ul style="list-style-type: none"> Regional Offices District Offices Admin. Personnel
33.	01/03/99	<ul style="list-style-type: none"> Schedule of appointments in respect of closed vacancies to be submitted to Human Resource Directorate for co-ordination and control. Schedule of unfilled posts. Regions to determine excess educators not appointed through matching or rejection by Governing Body. <p>How ? By matching the appointed educators with the list of excess educators</p>	Regional Chief Director
34.	01/03/99	Region provides second list of applicants to the schools.	Regional Office
35.	01/03/99	School Governing Bodies submit ranked preference list of appointments to	School Governing Body

PROVINCE OF KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE	ISIPENDAZWE SAN KWAZULU-NATAL UMNYANGO WEMFENDO NAMA-SIKO	PROVINSE KWAZULU-NATAL DEPARTEMENT VAN ONDERWYS EN KULTUUR
ADDRESS: FRURO HOUSE IKHELI 117 VICTORIA ADRES: EMBANKMENT DURBAN	PRIVATE BAG 23433 ISIKHWAMA SEFONI DURBAN PRIVAATSAN 4000	TELEPHONE 031-366218 UCINGO TELEFOON FAX 031-3722682
ENQUIRIES: MIAMI MOODLEY IMIBUZO: NAVRAE:	REFERENCE: 230EP INKOMBA: VERWYSING:	DATE: 23 NOVEMBER 1998 USUKU: DATUM:

HRM Circular No. 51 of 1998

To : Rectors of Colleges of Education
Principals of Technical Colleges and Teachers' Centres
Principals of all Schools
Heads of Directorates / Divisions of KwaZulu-Natal Department of Education
Chairpersons of Governing Bodies

RATIONALISATION & RE-DEPLOYMENT OF EDUCATORS IN THE PROVISIONING OF EDUCATOR POSTS

1. INTRODUCTION

- 1.1 The Cape Town Agreement of 05 June 1998 led to a series of consultations and deliberations between the Department of Education and Teacher Unions at a national level. This process culminated in the historic signing of a set of resolutions by the national Minister of Education and the Teacher Unions on 17 November 1998, the most important one being Resolution 6 of 1998, dealing with rationalisation and re-deployment.
- 1.2 In the KwaZulu-Natal Chamber consultations and discussions on rationalisation and re-deployment that commenced in October 1998 resulted in the attached management plan at the Chamber meeting of 23 November 1998.

2. PURPOSE

- 2.1 Procedures and time frames formulated in line with resolutions at national level are designed to assist institutions and officials to manage the rationalisation and re-deployment process in a smooth and effective way.
- 2.2 The procedures as well as the management plan take cognisance of the provisions of the following acts and collective agreements :
 - The Employment of Educators Act, No. 76 of 1998.
 - Resolution 5 of 1998 : Transfer of serving educators and the advertising and filling of educator posts.
 - Resolution 6 of 1998 : Procedures for rationalisation and re-deployment of educators in the provisioning of educators posts.
 - Resolution 7 of 1998 : Workload of educators [school based].
 - Resolution 8 of 1998 : Duties and responsibilities of educators.
 - Post provisioning norms as determined by the medium term expenditure

3. Procedures for Rationalisation and Re-deployment of Educators in the Provisioning of Educator Posts

The procedures set out hereunder must be read and applied together with the relevant paragraphs as set out in Resolution 5 and Resolution 6.

3.1 Objectives

- To provide a fair and transparent basis for the staffing of schools in 1996.
- To identify educators in excess.
- To identify vacant posts and the creation thereof.
- To facilitate and expedite the re-deployment of excess educators through a "closed" vacancy list.
- To facilitate appointments into unfilled vacancies by way of an "open" vacancy list.
- To achieve equity in educator staff provisioning.
- To achieve curriculum redress in previously disadvantaged institutions.
- To address affirmative action and representativity in the provision of educators.

3.2 Main Principles

- Rationalisation and re-deployment of educators in the provisioning of educator posts in educational institutions considers national policy as determined by the Minister in terms of the National Education Policy Act 1996.
- All educators who are affected by the rationalisation and re-deployment process will be treated fairly.
- The transfer of educators in posts declared in excess in the process of rationalisation is compulsory.
- The Department will explore all avenues to ensure the continued employment of educators who are declared in excess.
- Educators who fail to apply for posts or apply for posts where re-deployment is not possible shall have their names included on the list for re-deployment.
- Educators who unreasonably refuse to be re-deployed are deemed to have resigned from the Education Department with effect from a date determined by the Superintendent-General.
- The employer will be guided by affirmative action measures and representativity.
- Educators appointed in an approved substantive post prior to 01 July 1996 and who meet the requirements for appointment will be appointed on permanent basis.

- An educator who does not meet the minimum requirements for appointment and who has been employed on a continuous basis for longer than ten years and who has been teaching at a previously disadvantaged institution [Example : DET] shall be treated in the same way as permanently employed educator for the purpose of rationalisation and re-deployment.
- An educator seconded to another province or intra provincially in terms of previously approved procedures relating to re-deployment and who occupies a substantive post at the institution of secondment, shall be appointed to the post on a permanent basis; provided that s/he meets the minimum requirements for appointment and s/he wishes to be appointed at that institution. S/he will be treated in the same manner as all the other educators at her/his institution for the purposes of this procedure, once permanently appointed.
- Post provisioning will be based on the approved curriculum of an institution.
- The Department will plan to introduce a varied curriculum in disadvantaged institutions with a view to bringing about redress and equity.

3.3 Rationalisation of an Educational Institution

3.3.1 Allocation of Approved Posts

- 3.3.1.1 The Department shall provide all educational institutions of its educator post provisioning which may increase or decrease the number of posts at particular institution. The staff establishment of each institution is based on the pupil enrolment as provided in the 1998 annual EMIS statistics and the weighting factor allocated to the various phases and subjects [See Annexure].

The total number of educator posts in this Province has been calculated on a learner: educator ratio of 33 : 1. Posts have been allocated on a distributive model taking weighted learners into account, using the following formula:

$$P = \frac{wl}{twl} \times (p - c \times Inst) + c$$

- Where
- wl = total number of weighted learners at the institution.
 - twl = total number of weighted learners in the department.
 - p = total number of posts to be distributed to all the institutions.
 - Inst = total number of institutions to which the posts need to be distributed
 - c = a constant value that determines the extent to which the formula will benefit smaller institutions. The higher the value of c, the more beneficial the allocation will be to smaller institutions and the less beneficial it will be to larger institutions. A value of c

-4-

The Department in providing the post provisioning report to each school has calculated this programmatically through a computer programme which links directly to the 1998 annual statistical return of each school.

Where significant learner and educator differences are established between the EMIS statistics and that of the EMI project the necessary adjustments to post provisioning will be made.

3.3.1.2 Schools must plan for the 1999 academic year on the basis of the staff allocated to it. The timetables based on the approved curriculum need to be drafted utilising the permanent staff [including "temporary educators appointed before 01 July 1996 in substantive posts if they meet the requirements for appointment]. If the number of permanent educators is below the staff establishment for 1999 then the necessary temporary educators who were appointed at the institution on or after 01 April 1999 need to be identified so that they could be re-appointed and retained on a month to month basis until re-deployment occurs. The number of re-appointments that an institution is entitled to will be determined by its educator post provisioning for 1999 and it will not be greater than the number of temporary educators re-appointed on or after 01 April 1998 at that institution.

3.3.1.3 Where schools are granted additional posts such additional posts will be filled through re-deployment. However some immediate relief could be arranged through voluntary re-deployment of excess educators.

Example

i. Institution A

- Institution A has a staff of 30 educators [20 permanent, 5 "protected temporary and 5 temporary] as at 31 December 1998.
- On 01 January 1999 it is entitled to an educator post provisioning of 28.
- This institution should identify from the 5 temporary educators the temporary educators on the basis of curriculum and LIFO principles to be recommended for re-appointment on 01 January 1999.

ii. Institution B

- Institution B has a staff of 30 educators [20 permanent, 5 "protected temporary and 5 temporary] as at 31 December 1998.
- On 01 January 1999 it is entitled to an educator post provisioning of 31.
- This institution will recommend to the Regional Chief Director the temporary educators for re-appointment.
- The 31" post will be filled through re-deployment or voluntary re-deployment of an excess educator.

3.3.2 Determining Excess and Vacant Posts

- 3.3.2.1 All Principals must inform their respective staff on the procedures for rationalisation and re-deployment and the effect it will have on their respective staff establishments.
- 3.3.2.2 The Superintendent of Education [Management] together with the Principal shall determine the post/s in excess of the approved staff establishment and the vacant post/s.

3.3.2.3 CURRICULUM NEEDS

Educators presently teaching a particular subject/phase will be considered for rationalisation in that subject and phase area irrespective of the fact that they are qualified and experienced to teach other subjects/phases. Thus an educator with the relevant qualification and longer service record cannot displace an existing educator in another subject/phase solely because of qualification and service record. However an excess educator with the relevant qualifications may be considered for a vacancy that exists in another subject at his/her school.

There is no specialisation in the primary schools except for the distinction between the Junior Primary and Senior Primary phases. Teaching experience, and not qualification in a phase, must be used to determine educators in excess. In the Senior Primary phase an educator is expected to teach all subjects.

Example

Educator X has a Junior Primary Diploma and she is teaching Grade 5 while educator Y who has a Senior Primary Diploma is teaching Grade 2. There is an excess in the senior primary phase.

Educator X cannot claim the Junior Primary Post on the basis of qualifications and displace Educator Y as the Senior Primary post must be rationalised.

This principle also applies to subjects in the Senior Secondary phase.

3.3.2.4 LIFO PRINCIPLE

In determining which of two or more educators must be retained for specific post, the principle of "last in first out" [LIFO] shall be applied. In applying the LIFO principle the current period of continuous service [as regulated by the Employment of Educators Act, No. 76 of 1998] of an educator must be considered. In the case of educators employed by the Governing Body, or other organisations such services will not be acceptable for the LIFO principle.

The above process must be clinical to avoid various interpretations to the

Example

Educator A : ▶ Total service : 15 years.
 ▶ Resigned at the end of the 7th year.
 ▶ Thereafter re-employed in 1991.
 ▶ Current continuous service : 8 years.

Educator B : ▶ Total service : 10 years
 ▶ Resigned at the end of the 1st year.
 ▶ Thereafter re-employed in 1990.
 ▶ Current continuous service : 9 years.

Educator B has longer current continuous service record and therefore he/she must be retained and educator A must be declared in excess.

3.3.2.5 Representativity

In identifying educators in excess the principle of affirmative action must be considered. The affirmative action principle should supersede the L principle in order to address representativity.

3.3.2.6 The Superintendent of Education [Management] must obtain all relevant information from the schools that fall within his/her Circuit. The Superintendent of Education [Management] must declare an audit based on the 1998 EMIS statistics of all schools in his/her Circuit in respect of :

- ▶ Total number of educators per phase;
- ▶ Total number of pupils per phase;
- ▶ Total number of educators declared in excess per phase and subject field;
- ▶ Names of excess educators : Persal No., Subject Field and Phase Preferences; and
- ▶ Total number of vacancies, including the requirements.

3.3.2.7 The above information must be submitted to the Regional office via the District Manager.

3.3.2.8 The Regional Office Task Team will compile a Regional Schedule of excess educators and vacant posts.

3.3.2.9 The Regional Office must submit the Regional Schedule to the Human Resource Directorate.

3.3.2.10 ▶ The Regional Chief Director must recommend to the Superintendent General which posts should be retained and which will be offered for abolition at educational institutions within his Region.

- The Regional Chief Director shall state to what extent the specific curriculum needs and circumstances of the educational institutions and other factors in his view, support the recommendation.
- These posts will be abolished only when they have been vacated.
- The Superintendent-General may create new posts in terms of national policy and educator post provisioning per institution.

3.3.2.11 Displaced Educators

Those level 1 educators who have been displaced and whose position has been finalised through the displacement measures in terms of HRM Circular No. 12 1997 and who have not as yet been accommodated must apply for positions advertised in the closed vacancy list.

3.3 SOME IMPLICATIONS OF RATIONALISATION

- The new measures will mean that previously over-staffed schools will be obliged to manage with less staff and previously understaffed schools will be offered relief.
- More favourably staffed schools, which will have educators in excess, will have to work out a subject allocation with fewer educators. This may mean that they will have to combine classes and create larger teaching units.
- Less favourably staffed schools, which will be provided with additional staff, will be able to create smaller class units than at present.
- In the light of the foregoing it must be clearly understood that principals and educators must so organise their time tables that they adhere to a full five-day school week and observe the full number of instructional hours allocated per day and not curtail approved instructional time per day on the grounds of insufficient staff. It must be understood that sound educational reasons were taken into account in the determination of the length of the school day and it therefore cannot be altered or varied without approval from the Department.

3.4 Provisioning of Provincial Schedules to Schools

3.4.1 The Provincial schedule of excess educators will include the following particulars :

- The name of educator; personal number; subject phase; telephone numbers, rank and post level.
- Qualifications.
- Years of continuous service.
- Preferences with regard to re-deployment.

3.4.2 The Provincial schedule of vacant posts will include the requirements for posts.

3.4.3 The Provincial schedule of vacant posts will be made available to all institutions.

3.5 Re-deployment of Educators

3.5.1 The Department will release a "closed" vacancy list of level 1 posts.

3.5.2 Excess educators are required to apply via the Principal to the Superintendent of Education [Management].

3.5.3 Applications for posts across Regions, must be submitted to the relevant Regional Offices [See Annexure C for addresses].

3.5.4 The District Office is required to compile a District Schedule for submission to the Regional Office.

3.5.5 The Regional Office is required to compile a Regional Schedule for submission to the Human Resource Directorate.

3.5.6 The Regional Office matches educators with identified posts taking into account seniority, preference and requirements of the post.

3.5.7 The "matched schedules" together with application forms will be forwarded to the Governing Bodies. The School Governing Bodies are required to make selections from the list of applicants either by choosing the applicants top of the list, or from the profiles of all the applicants, or by interviewing all the applicants. If the list of applicants is too large the School Governing Body may interview just the top eight [8] to twenty [20] applicants and make their recommendation in order of preference.

3.5.8 The Governing Bodies will make their recommendations by ranking all the applicants in order of preference and their recommendations must be forwarded to the Regional Office for onward transmission to the Human Resource Directorate for placement.

3.5.9 The Governing Bodies must invite all Teacher Unions to the selection and the ranking process as outlined in paragraph 3.5.7 and 3.5.8 above.

3.5.10 In terms of Section 3(a) of the Employment of Educators Act, No. 76 of 1996, the recommendation from the Governing Body to fill a re-deployed post may only be made "from candidates identified by the Head of Department, who are so in excess and suitable for the post concerned".

In the light of the above it is obligatory on School Governing Bodies to recommend educators for appointment to posts advertised in the closed vacancy from the first list [i.e. permanent and temporary educators appointed on or before 30 June 1996 or from the second list ¹³² i.e. temporary educators appointed on or after 01 July 1996].

3.6 Filling of Vacancies

- 3.6.1 Governing Bodies will be provided with a matched list of all permanent and Temporary excess educators appointed prior to 01 July 1996 who have applied for the posts [List A].
- 3.6.2 After List A is considered List B containing applications from those appointed in a temporary capacity on or after 01 July 1996 will be made available.

3.7 Affirmative Action

- 3.7.1. This Department is an equal opportunity, affirmative action employer.
- 3.7.2 To meet the requirements of the Equity Employment Act the School Governing Bodies should utilise the re-deployment process to address a imbalance.

3.8 Colleges of Education

- 3.8.1 As re-deployment is initially dealing with Level 1 educator posts, excess educators from Colleges at Post Level 2 and higher seeking re-deployment to schools may feel disadvantaged.
- 3.8.2 Excess College educators may apply for and be considered favourably for level 1 educator posts at schools. While these educators will perform level 1 functions in such posts the Department is willing to retain them at their current salary levels as a personal and individual matter until the individual is accommodated in appropriate or higher post levels.
- 3.8.3 The Director for Colleges of Education will co-ordinate rationalisation and re-deployment in these institutions.

3.9 Technical Colleges

The Director for Technical Colleges will co-ordinate rationalisation and deployment in these institutions.

3.10 LSEN [Learners with Special Educational needs]

- 3.10.1 LSEN in the mainstream who have been officially recognised by the Department as LSEN will in future be weighted for staffing purposes in accordance with the nationally approved weightings. The manner in which these LSEN will be identified and officially recognised will be communicated to schools early in 1999.
- 3.10.2 The provision of special/remedial classes for learners with mild/moderate disabilities will be phased out. For the beginning of 1999 the status quo will remain in existing special/remedial/partially-hearing classes in the

3.10.3 The weightings and minimum class sizes will be as follows :

CLASS FOR LSEN IN MAINSTREAM	WEIGHTING	MINIMUM FULL-TIME ENROLMENT ON 1/3/1999
SPECIAL CLASS : Mild/Moderate scholastically retarded	2	15
REMEDIAL CLASS : Mild/ Moderate Learning Disabled	3	10
PARTIALLY-HEARING CLASS: Mild/Moderate Hearing Loss	3	10

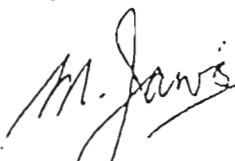
3.10.4 In future only learners who are identified and recognised by the Department as having educational needs which cannot be accommodated in the curriculum of their mainstream school will be provided for in economically viable specialised classes within the mainstream or in LSEN schools.

3.10.5 It must be noted that provision does not exist for remedial classes to be conducted on a withdrawal basis in mainstream schools.

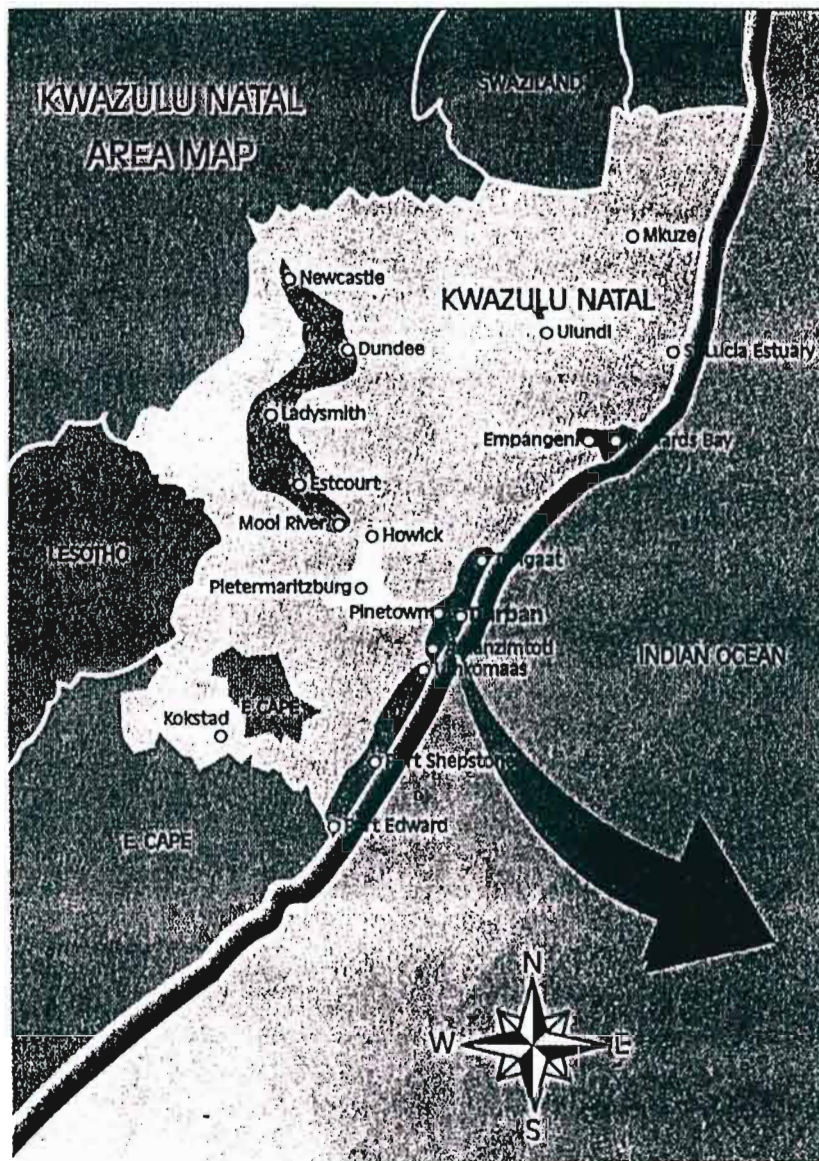
4. Dispute Resolution

4.1 Only parties to the Provincial Task Team can declare a dispute through the Provincial Task Team in respect of general interpretation and application of the rationalisation and re-deployment procedures.

4.2 Individual educators cannot declare a dispute through the Provincial Task Team. They need to initially request redress through their Superintendents Management. Should they not receive satisfaction they could then follow the dispute resolution procedures of the ELRC.



Superintendent-General



The total readership for all 6 of our titles currently stands at 2 658 000. Of this, 91% is based in KwaZulu-Natal with 43% coming from the greater Durban area.



KWAZULU-NATAL READERSHIP BY RACE

PUBLICATION	WHITE READERSHIP			INDIAN/COLOURED READERSHIP			BLACK READERSHIP		
	Total Readership AMPS 2000A	% White Readers	% Penetration into White Literate Population	Total Readership AMPS 2000A	% Indian/Coloured Readers	% Penetration into Indian/Coloured Literate Population	Total Readership AMPS 2000A	% Black Readers	% Penetration into Black Literate Population
The Mercury	104 000	42	20	84 000	34	13	*61 000	24	2
Business Report - National	80 000	51	15	46 000	30	7	*30 000	19	1
Daily News	94 000	26	18	185 000	50	29	*87 000	24	2
Natal Witness	59 000	41	11	42 000	30	7	*40 000	29	1
The Independent on Saturday	118 000	35	23	158 000	47	25	*61 000	18	2
Natal Witness Saturday	49 000	34	9	44 000	30	7	51 000	36	1
Sunday Tribune	214 000	34	41	310 000	50	49	99 000	16	2
Sunday Times	153 000	27	29	268 000	47	42	150 000	26	4
Post	*5 000	1	1	292 000	96	46	*9 000	3	0
Ilanga Monday	*3 000	0	1	*1 000	0	0	1 299 000	100	32
Ilanga Thursday	*1 000	0	0	*1 000	0	0	1 214 000	100	29
Ilanga Combined	*3 000	0	1	*2 000	0	0	1 607 000	100	39

KwaZulu-Natal Literate Population = 5 281 000

Blacks = 4 127 000

Whites = 523 000

Indians/Coloureds = 631 000

NOTE: * These respondent levels are too low for analysis and should be used as a guide only.

Source: AMPS 2000A

DURBAN READERSHIP BY RACE

PUBLICATION	WHITE READERSHIP			INDIAN/COLOURED READERSHIP			BLACK READERSHIP		
	Total Readership AMPS 2000A	% White Readers	% Penetration into White Literate Population	Total Readership AMPS 2000A	% Indian/Coloured Readers	% Penetration into Indian/Coloured Literate Population	Total Readership AMPS 2000A	% Black Readers	% Penetration into Black Literate Population
The Mercury	82 000	39	28	73 000	34	17	*57 000	27	7
Business Report - National	59 000	47	20	40 000	32	9	*26 000	21	3
Daily News	82 000	25	28	164 000	50	37	*80 000	25	9
Natal Witness	*1 000	29	0	*1 000	19	0	*2 000	52	0
The Independent on Saturday	93 000	34	32	139 000	50	32	*44 000	16	5
Natal Witness Saturday	*3 000	21	1	*4 000	24	1	*8 000	55	1
Sunday Tribune	159 000	32	55	249 000	51	57	*82 000	17	9
Sunday Times	87 000	24	30	181 000	50	42	*93 000	26	11
Post	*4 000	2	1	225 000	95	52	*8 000	3	1
Ilanga Monday	*3 000	1	1	*1 000	0	0	430 000	99	49
Ilanga Thursday	*1 000	0	0	*1 000	0	0	402 000	100	46
Ilanga Combined	*3 000	1	1	*1 000	0	0	502 000	99	57

Durban Literate
Population = 1 609 000

Blacks = 880 000

Whites = 292 000

Indians/Coloureds = 437 000

NOTE: * These respondent levels are too low for analysis and should be used as a guide only.

Source: AMPS 2000A

READERSHIP FIGURES FOR KWAZULU-NATAL & DURBAN

PUBLICATION	TOTAL READERSHIP	KWAZULU NATAL READERSHIP	DURBAN READERSHIP	NATIONAL CIRCULATION
The Mercury	249 000	249 000	212 000	40 292
Business Report - National	891 000	156 000	125 000	286 339 (est)
Daily News	367 000	366 000	326 000	68 532
Natal Witness	141 000	141 000	*4 000	<u>26 558</u>
The Independent on Saturday	338 000	337 000	276 000	75 896
Natal Witness Saturday	144 000	144 000	*15 000	<i>not available</i>
Sunday Tribune	687 000	623 000	490 000	112 440
Sunday Times	3 212 000	571 000	361 000	504 845
Post	314 000	306 000	237 000	45 021
Ilanga Monday	1 440 000	1 303 000	434 000	<i>not available</i>
Ilanga Thursday	1 313 000	1 216 000	404 000	<i>not available</i>
Ilanga Combined	1 774 000	1 612 000	506 000	109 787

NOTE: * These respondent levels are too low for analysis and should be used as a guide only.

Source: AMPS 2000A, ABC Certificates (Jan - June 2000)